DOCUMENT RESUME

ED 203 542 EC 132 806

AUTHOR Gaddis, Ruth; And Others
TITLE A Trainer's Manual of Behavioral Interventions for the Handicapped.
INSTITUTION Jefferson County Public Schools, Lakewood, Colo.; Rocky Mountain Teacher Corps Network, Landers, Wyo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE [80]
NOTE 175p.; Print is small. For related documents, see EC 132 801-809.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Behavior Change; *Behavior Modification; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Intervention; Mainstreaming; Resources; *Teacher Workshops

ABSTRACT

The trainer's manual is designed to assist workshop trainees (regular and special educators) in improving their skills and competencies through identification, methods, and remediation principles to modify and adapt curricular offerings to meet the behavioral needs of handicapped children, with emphasis in serving these children in the regular classroom. Following a section on objectives and principles of the workshop are contents summaries (which include diagnostic resources, bibliographic references, and information on various approaches) for the following areas: behavioral terms, classroom planning guidelines, favorable behavior maintenance, eliminating behaviors, principles on student success, transactional analysis, reality therapy/classroom meetings, contracting, values clarification, communication, and informal assessments. More than half the document contains lists of current and effective references, resources, materials, and audiovisual media, as well as sample handouts geared to elementary and secondary levels. Workshop evaluation forms are also provided. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EC SP

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED203542

A TRAINER'S MANUAL

OF

BEHAVIORAL INTERVENTIONS FOR THE HANDICAPPED

DEVELOPED IN COOPERATION WITH
JEFFERSON COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION RESOURCE CENTER
AND
ROCKY MOUNTAIN TEACHER CORPS NETWORK
VERL O. CAZIER, EXECUTIVE SECRETARY

RUTH GADDIS
JANELLE ALDERFER
STEPHEN METCALF
CAROLYN SPEARMAN

EC132806

Published by: ROCKY MOUNTAIN TEACHER CORPS NETWORK
277 Main Street, Lander, WY 82520

TABLE OF CONTENTS

PAGE

BEHAVIOR INTERVENTIONS WORKSHOP 1

PREPARATION FOR INSTRUCTION: OBJECTIONS AND PRINCIPLES 2-4

CONTENT SUMMARY 5-56

- Behavioral Terms
- Ten Guidelines to Classroom Planning
- Suggestions for Maintaining Favorable Behavior
- Six Basic Ways to Eliminate Behaviors
- Principles on Student Success
- Transactional Analysis
- Reality Therapy: Classroom Meetings
- Contracting
- Values Clarification
- Communication
- Informal Assessments

CURRENT AND EFFECTIVE REFERENCES, RESOURCES, AND MATERIALS 57-73

- Elementary Level
- Secondary Level

AUDIO-VISUAL MEDIA 74-98

- Elementary Level
- Secondary Level

SAMPLE HANDOUTS 99-167

- Elementary Level
- Secondary Level

EVALUATION 168-172

The workshop of BEHAVIOR INTERVENTIONS will be based upon the increased emphasis that has been placed on the integration of handicapped children in regular classrooms rather than serving the educational needs of handicapped children in segregated settings.

The BEHAVIOR INTERVENTIONS workshop will demonstrate to the trainees that handicapped children need resourceful teachers to provide for individualized behavioral interventions; and also should have the advantage of prescriptive behavioral programming within the educational setting.

Training strategies of BEHAVIOR INTERVENTIONS will include specific approaches, techniques, informal assessments, and materials as components to help with the special child, with emphasis on practical application.

This workshop will assist trainees in improving their skills and competencies through identification, methods, and remediation principles to modify and adapt curricular offerings to meet the behavioral needs of handicapped children.

Each workshop facilitator should preview this guide, considering the needs of his particular audience to select areas of emphasis and respective resources for their particular workshop.

4

AUG 1 8 1980

PREPARATION FOR INSTRUCTION: OBJECTIVES AND PRINCIPLES

5

This Handbook has been written for the purpose of helping trainers to instruct regular and special education teachers in assisting their students with the proper use of materials, methods, and techniques of good BEHAVIOR INTERVENTIONS in the educational setting.

In the preparation of instruction, the Behavioral Program should include the following objectives;

- The ASSESSMENT of behavior problems
- The PRESCRIPTION of appropriate behavioral interventions
- The PROVISION for constructive behavioral remediations
- The PRACTICAL APPLICATION of behavioral approaches for positive classroom management
- The EVALUATION of behavioral implementation

This Handbook has not been written as a "Recipe Book" or "How-To Manual", but is to be used as a Guide by the Trainer. Enclosed you will find suggestions, ideas, sample handouts, and resources that have been found to be effective in the area of BEHAVIOR MANAGEMENT AND INTERVENTIONS. As a Trainer, you will find it necessary to assess the interest and concerns of the educational population with which you are working so that their specific behavioral needs might be met. This will require creative ingenuity in the part of the Trainer, and the implementation of the Trainer's own innovative utilization of techniques and materials.

For additional support services in terms of consultation, the staff of the Jefferson County Public Schools Special Education Resource Center is available. Please contact Ms. Carolyn Spearman or Ms. Ruth Gaddis, 809 Quail Street, Lakewood, CO. 80215, (303) 234-7000, Extension 494.

It is essential that the Trainer fully understand the following concepts and principles:

- Increased emphasis has been placed on the integration of handicapped children in regular classrooms; and furthermore, a large number of mildly handicapped children currently have no support services provided for behavior intervention based on educational needs.

- The regular classroom teacher, having majored in elementary education or in a subject area and secondary education, is, unfortunately, not prepared to teach the exceptional child. Yet, children who are mildly and significantly handicapped, require provisions for behavioral interventions.

- Research documents the need to change teachers' attitudes toward handicapped children and to improve the skills and competencies of teachers who work with handicapped children-- who oftentimes require specific behavioral interventions.

It is the responsibility of the Trainer to (a) acquaint the regular classroom personnel with techniques and methods of identifying, referring, and assessing the handicapped child when necessary special behavioral intervention is obvious; (b) to provide general education personnel with improved skills and competencies through specific behavioral approaches, methods and techniques to modify and adapt curricular offerings to meet the unique needs of handicapped children; and (c) to provide specialized personnel with improved skills and competencies in consulting with teachers regarding the handicapped child.

CONTENT SUMMARY: FOR USE IN BEHAVIOR INTERVENTION WORKSHOP

As a Trainer in the instruction on Behavior Intervention, it is important that the Trainer implement the following content information:

- Informal and formal diagnostic resources
- Behavior Bibliographic references
- Types of individualized approaches
- Methods of motivating and instilling confidence in handicapped students
- Helps in dealing with the social problems associated with intergration in the regular classroom
- Building peer acceptance of handicapped students
- Dealing with teacher expectations
- Handling discipline problems
- Guidelines in dealing with emotional problems
- Teacher empathy for handicapped pupils

DIFFERENTIAL DIAGNOSIS OF VARIOUS BEHAVIORAL, SOCIAL, AND EMOTIONAL DISORDERS IN CHILDREN

DIAGNOSIS	CHARACTERISTICS
Emotionally Disturbed	Inter-individual and intra-individual analysis of overt behavior, or test date indicating a disorder of affect or cognition, or both inconsistent with specific and extended reference groups
Behavior disorder	Learned maladaptive overt behavior inconsistent with specific and extended reference groups; no disorder of affect or cognition; abnormal inter-individual analysis of overt behavior; normal intra-individual analysis of behavior
Socially Maladjusted	Inter-individual analysis of behavior with specific reference group indicating normal functioning; behavior adaptive within context of specific reference group; intra-individual analysis of behavior normal; inter-individual analysis of overt behavior with extended reference group highly maladaptive
Emotionally disturbed with symptomatic behavior disorder	Criteria of emotionally disturbed satisfied; demonstrated disorder of affect or cognition; overt behavior disorder in part a reflection of underlying disorder of affect or cognition
Emotionally disturbed and behavior disorder	Criteria of emotionally disturbed satisfied; demonstrated disorder of affect or cognition; overt behavior learned and not a reflection of underlying disorder of affect or cognition

Extented Reference Groups = Most individuals belonging to the same population (i.e., children; black children)

Specific Reference Groups = a group with which we may easily associate an individual as a member (i.e., black ghetto children)

*From Saunders, Emotionally Disturbed Children, 1974

GUIDELINES TO CLASSROOM PLANNING FOR TEACHERS OF EXCEPTIONAL CHILDREN AND FOR TEACHERS WHOSE CLASSROOMS CONTAIN CHILDREN WHO EXHIBIT BEHAVIOR PROBLEMS:

The following guides are useful primarily to teachers who believe that learning can and should be pleasurable for all children regardless of their academic or behavioral manifestations.

They presuppose that a learning program fits a child only when he is participating willingly. They assume that positive feeling is paramount, that learning cannot be optimal unless a child is happy.

They are based upon the premise of individual programming, for the reason that the variability in learning rates, styles, and habits, and the range of individual differences in behavior, ability, and application are so great that they can be accommodated only by means of planning for each child.

They ask of a teacher that he set aside his preconceived expectations with respect to which children are able, which are handicapped, which are coop rative, which are behavior problems, and focus attention upon one critical issue: wherever the child is as to academic achievement, whateve. his behavior manifestations; these form the starting point for planning and the child's responsiveness is the supreme test of the effectiveness of the planning.

They assume that it is as much the responsiblilty of the teacher to educate children socially and personally as to educate them academically.

They ask the teacher to accept the proposition that all children can learn. If, therefore, a child is not learning, it is not because he is a dull child or a resistant child or a hyperactive one or a hostile one or a learning disabled one, but because something is hindering the learning process. Find the hindering elements and overcome them, or find ways around them. It is not expected that children shall learn at the same rate nor by the same means, but that they shall learn.

They assume that the child is never at fault - - only circumstances and conditions are at fault. This does not mean that children are not to become responsible - - only that responsible behavior is elicited. Some children can learn the benefits of responsible behavior readily; for others, the process is slow, tedious, and painstaking. But the principle remains the same: responsible behavior develops through practice and because it yields more benefits than irresponsible behavior.

They assume that the teacher is a warm and pleasant person for whom the welfare of each child is of prime importance, regardless of his level of performance or his behavior.

The first line of attack on behavior problems is adequate planning, and a kind of planning which links one day with the next in orderly sequence. Multitudes of troublesome children cease to be troublesome when they are continuously occupied with tasks at which they can succeed and which interest and gratify them. Troublesome children tend to be most troublesome at breaks and transitions: recesses, beginning and ends of lessons, lunch times, etc. Take up the slack. Bridge the changes. Learning is never "finished", and although the teacher can provide many opportunities for finishing things, these opportunities need not come always in pre-established time periods. By staggering periods and connecting days, the child always has something to pick up immediately on each subsequent occasion without teacher direction. The more the teacher directs, the more dependent children become on the teacher's direction.

1. Determine difficulty gradient for each child. How quickly or slowly can he move from one difficulty level to another? Since one of the cardinal errors in education is asking children to perform assignments for which they are not prepared by prior mastery, this step is crucial. How much more practice does one child need than another to reach the same level of competence? We have been told that retarded children can learn as well as average children - - not as much nor as quickly, but as well if given the opportunity. Thus, one child may require twenty operations to reach a level of competence that another child can reach in three. Be prepared to fill in these levels endlessly in order to match the learning rate. This is likely to require teacher-made materials, composed either by the teacher or another child.

2. Assure yourself that evey child can succeed at every task he undertakes, and make immediate corroboration of correctness available. Some confident children can tolerate a certain amount of failure without loss of vitality, but the many discouraged and defeated ones are not likely to rise above much failure. It may be that at first a child will not willingly invest himself even in those things he can do. Such children have to be carefully led back to willingness.

3. As quickly as possible, do a baseline observation on each child who appears to need extra help and incentive. A baseline consists in recording in some specific way the child's varying behaviors, either continuously or at fixed intervals. A teacher may remark that a certain child often talks when he should be quiet. How often is "often"? When does it occur, and under what circumstances? An average of every five seconds? Ten seconds? Only at transition times? Only when he comes to the end of his attention span? How long can he work at a time? At what? How often does he seek the teacher's attention and assistance? Does he engage in "attention getting" behavior? what kind? How much? Is he responded to and thus encouraged to repeat?

   Since this process requires precision and sustained attention, the teacher will have to make special arrangements. Someone can be brought in to do it or to attend to the group while the teacher does it. Sometimes children can be taught to do it - particularly children from upper grade levels.

4. Use baseline studies to plan the length and difficulty of particular assignments, the amount of movement to schedule into the child's activities, the appropriateness of intersensory support (e.g., three-demensional activity, or earphones along with visual tasks), the amount and kind of "pump-priming" reinforcement (e.g., how often to give stars or tallies or praise or privilege or whatever), the readiness of the child to move into another phase of planning (e.g., stretching reinforcement from consistent to intermittent, stretching the length of assignments, moving from one kind of reinforcement to another, etc.), which children can work in proximity for how long at a time and at what, who can serve as modeling influence with whom.

5. Move into individualized work and self-paced progress. This presents few problems for a majority of children since most of them can cope with a standard curricular sequence, particularly with the wider variety of materials now available. Even where most of the class is somewhat behind the expected schedule, as in deprived areas, there will still be a certain homogeneity which the teacher can count on. It is not necessary to prepare a lesson plan for each child each day, but simply permit each one to pick up where he left off the day before. Keeping all of a class within the same pages of the same book violates the principle of individual differences to which most teachers at least verbally subscribe.

   When children are moving at their own speed and under their own power, the teacher is freed from the time-consuming task of doing large-group instruction in the front of the room, and may devote this time to moving from child to child or small group to small group for specific instructional aid. In any group, some children will be conspicuously faster and some conspicuously slower than the majority. The children already know which is which, and they will accept these differences without difficulty when they are reflected in the different kinds of materials used provided that the teacher places no premium on being capable and no derogation on being retarded.

6. Use children to help other children. Children learn from their peers, and they learn from teaching other children. It may even be that through teaching others children may best learn how to learn. It is particularly useful to the child to try to teach another something which he has just with some difficulty learned for himself. Repetition impresses things upon the mind, and he does it in a context which is illumined by the sense of having helped another. The old objection that children are exploited by being asked to help others is thus abundantly overcome. A desirable side-effect is the sense of community that generates from one person's efforts to help another and his confidence is boosted by success.

   By this means a teacher can be relieved of much of the drudgery of preparing interpolated levels of difficulty for the slower

learner who has not enough material of the necessary level for mastery. What is drudgery for one who has long mastered a skill may be an optimal learning experience for one who needs further review. Children have long responded favorably to helping the teacher and to playing the role of the teacher.

7. Make shorter assignments and more of them for hyperactivity and short attention spans. Split expectations into short enough segments to fit each target child's own attention span. Assure yourself that he possesses a mastery level efficient for what he is asked to do. Hyperactive children often exhibit poor retention and may need more "overlearning" than seems commensurate with their ability levels. Adapt the difficulty gradient to the functional performance level rather than to a level of supposed ability.

   One teacher managed hyperactivity in an able child by arranging two throw boxes on a shelf, one for unfinished tasks, one for finished. A chart was attached to the wall above which recorded work completed (later work completed accurately and the amount of work within a given time span). The child picked up one assignment from the tray, went to his place, completed it, returned it to the other tray, recorded his progress, took another portion of the work. In this way both his short attention span and his drive for movement were accommodated. Another child kept a record of his success in going and coming without disturbing others. Both children received recognition for their investment. Another child actually prepared the assignments from the regular textbook.

   Arrange work so that the child with short concentration may actually complete work and do it correctly. This is often a rare accomplishment for some children. It is usual to see a gradual and gratifying elongation of the attention span and of motor control through such techniques.

8. As soon as any child is mature enough to participate (some as early as primary level, others much later), involve him in his own program planning. How much does he think he can do in how much time? Is his work too difficult or too easy? Does he need more review at certain levels? Can he make a reasonably accurate estimate about how much and at what level of mastery a sequence of work can be performed - - over a period of two days, or two weeks? Check and recheck with him his judgment of his own forecasts and self-estimates.

   Try to arrange sequences of many tasks for all children so that they cover more than one period or one day. Children who "finish their work" before the end of the teacher's allotted time are wide open to misbehavior. Furthermore, they tend to make a persisting distinction between work and play, between things that they do not like and things that they do like, between what the teacher requires (which is tedious) and what they want (which is pleasant).

9. Couch almost everything in a social context. Even though most academic learning is in a sense private and personal, it appears to be most efficiently accomplished in a social setting - - not just one in which there are other human beings in the vicinity, but where there is mutual involvement. We cannot have curricula and periods for learning to like others or to communicate with them naturally or for assuming responsibility or improving judgment and self-confidence. It may even be questionable to set periods for academic learning because all kinds of learning tend to go on simultaneously. Every task a child engages in can have social as well as skill development implications. The obvious course in the classroom is for children to work together, to communicate, to share their achievements and their questions. Small groups are excellent vehicles for growth. Children who work together and communicate in the process need not be working on exactly the same things nor at the same level. They can comment, seek others' aid, share a sense of comradery.

   Most teachers fear spontaneous communication among children in the classroom. Traditionally, casual talk has meant disorderliness and inattention. Many teachers even pride themselves on the quiet of their classrooms, or may be rated as a teacher on this basis. But the opportunities for benefit are too compelling to disregard. Application of reinforcement principles to group behavior is in its infancy, but its potential for social growth is great. Essential to the success of group activities is the downgrading of competitive practices which have been promoted in the past among children who do not have equal or nearly equal opportunity to succeed. The effect has been still further to discourage those who are already discouraged. The teacher can arrange group rewards when all members contribute to the success of all, regardless of whether success means the same for all. The wise teacher plans ways in which it is in the best interests of the group to support rather than deride the troublesome and less fortunate. The literature of behavior modification abounds with ideas which can be adapted to the encouraging of socialization as a continuing part of the instructional program.

10. Make a special study of the child who "isn't interested in anything". This usually means only that he isn't interested in anything which the teacher has offered thus far. Most such children are simply too defeated to exert themselves. The schools bear most of the responsibility for these conditions, having subjected multitudes of children to years of failure.

   Where responsiveness is dulled even to things that children usually enjoy, it is likely that the teacher will have to use some supporting strategies, in order to build back some of the vitality with which most children come to school in the first achievement level. Because this expedient seems illogical, many teachers find it very difficult. But when a child is so soured on school that he isn't interested even in things he is interested in, restorative measures are needed. Such children may behave quite purposelessly or they may turn most of their attention to

being annoying and disruptive.

Baseline records will sort out the spontaneous behaviors and furnish clues to starting points. Some form of the Premack Principle may be applicable (if one behavior is stronger than another, the stronger one may be used to reinforce the weaker one). Spontaneous behaviors may include such things as insisting upon wearing a jacket in the room regardless of weather conditions or of the teacher's urging, drawing endless airplanes, rockets, monsters on every paper, making nuisance of nonsense noises, wandering about the room, going for drinks of water, going to the toilet, looking over others' shoulders, bringing objects in his pockets with which he fiddles, eating, chewing gum, drumming with fingers or pencils, shuffling feet, speaking out at inappropriate times, taking off his shoes, sharpening pencils that do not need sharpening, looking out the window, complaining, swearing, yelling, teasing.

*Andrews: Excepts taken from notes in course of study, "Guidelines to Classroom Planning For Teachers Whose Classrooms Contain Children Who Exhibit Behavior Problems".

SOME SUGGESTIONS FOR MAINTAINING FAVORABLE BEHAVIOR:

1. Preparation of the lesson is the key (materials, methods, development, interest, etc.). Negative behavior is diminished by getting the child to work; it cannot be attacked directly.

2. Establish routines, structure.

3. Be on top of situations (e.g., have materials readily available for distribution; collation; appropriate xerographed sheets, etc.)

4. Be consistent regarding rules and procedures (e.g., policy regarding children calling out without raising hands).

5. Use proximity control (sometimes standing near an excited child, perhaps touching him lightly, helps calm him).

6. Be alert. Don't let situation snowball.

7. Investigate. Don't punish perpetrator and the "victim". Be concerned with "who started it?"

8. Teacher's communication pattern is important: speak slowly, not too loudly, not too much; use tempo change.

9. Use child's weakness to advantage: (e.g., distractible child can easily be "distracted" out of his negative mood and can be "distracted" out of background interest towards foreground models. Perseveration implies capacity for "drive", which can be properly channeled.)

10. Good mental hygiene approach is important. Child often misbehaves because he feels rejected and rejects himself.

    a. Avoid value judgments (e.g., "Use your good hand". "You called out again and that's rude". "What sloppy writing".)

    b. Use success-assured activities.

    c. Use meaningful praise (for even small signs of growth) but avoid "empty praising" for non-accomplishment.

    d. Encourage child to take pride in his appearance.

    e. When child gives "wrong" answer, try to discover his thinking pattern which led to this answer. Let him know that you understand what he thought. This diminishes the "wrongness" of the answer.

*Notes taken from Dr. Ernest Siegel's lecture of Academic Intervention, Spring, 1975 - Adelphi University

SIX WAYS TO ELIMINATE BEHAVIORS

I. PUNISHMENT

Punishment can be an effective way to abruptly stop a behavior.

How to use punishment effectively:

Make clear to the child specifically what behavior he must stop and what the consequence or punishment will be if he does not. E.G., "John, stop talking and get to work or you'll have to leave the room," rather than "John, this is the last time I want to have to speak to you."

Be consistent. Follow through with the punishment every time the behavior occurs. Do not give additional warnings. E.G., Complete consistency is crucial. If a child learns that he will be warned several times before being punished, he will frequently continue the behavior until he has had several warnings. If punishment does not follow the behavior every single time it occurs, he learns that if he is persistent, he can eventually or occasionally get away with doing the behavior without being punished. The overall effect of inconsistent punishment tends to be an increase in the frequency and persistence of the behavior.

Punishment must be immediate. The sooner in time that a punishment follows the behavior, the more effective it will be. E.G.: Punishment causes a "bad" feeling in the child. The "bad" feeling must be experienced with the behavior to affect it. Administer immediate punishments rather than future ones such as loss of recess, staying after school, notes or calls to parents, etc.

Make sure a punishment is actually punishing or aversive to the child. E.G.: John is talking instead of working on his arithmetic. Make sure his punishment is more punishing or aversive to him than doing his arithmetic.

The limitations of using punishment:

An effective punishment must "hurt" the child in some way. A "hurt" child will probably feel angry and he is likely to take it out on something or someone else. A child who is punished at home, for example, might seek fights on the playground at school.

When punished, a child learns to stop a behavior to avoid being punished again. When the punisher is not present, the child has successfully avoided punishment and has no reason to not do the behavior.

Punishment, cont.

E.G.: A teacher uses punishment to control misbehavior in her class. When the class has a substitute teacher, they misbehave because the punisher is not present.

II. EXTINCTION

Behaviors occur because they are reinforced. When reinforcement is consistently withheld following a behavior, the behavior will at first increase in an attempt to produce the reinforcement, then when that fails, the behavior will gradually extinguish.
E.G.: A child makes "smart" remarks to his teacher, addresses her by something other than her name, etc. His behavior is probably reinforced by the teacher's response. If she consistently does not respond to the behavior, it will diminish.

A teacher encourages her class to not laugh at or pay attention to one child's antics for attention. If his behavior consistently fails to get attention, it will diminish.

III. TIME-OUT

When it is not possible to remove the reinforcement from the child, the child can be removed from the reinforcement. E.G.: A child misbehaves, knowing it will get the teacher's attention (in the form of reprimand, punishment, etc.) as well as attention from the class. Each time the misbehavior occurs he is sent immediately to the time-out room for 5 to 10 minutes. The time-out room provides isolation; it is devoid of anything which might be rewarding or reinforcing to the child. If the behavior is consistently unreinforced (by sending the child to time-out) it will extinguish.

IV. COUNTERCONDITIONING

Counterconditioning is reinforcing incompatible behaviors. A behavior is prevented by reinforcing another behavior with which the first behavior cannot occur in conjunction. E.G.: To discourage a child from leaving his seat, the teacher reinforces the child for staying in his seat. It is physically impossible for the child to do both at once. A child who talks when he should not, is reinforced for being silent at certain times.

V. STIMULUS CHANGE

Certain circumstances must sometimes exist for behavior to occur. If the circumstances are changed, the behavior cannot occur.
E.G.: A child bothers his neighbors. If his desk is moved away from his neighbors, the behavior stops. A child pushes while in line. If he walks with the teacher or at the front of the line, he can no longer. A child preoccupies himself with things in his desk. The behavior is stopped by having him sit at a table or empty desk.

II. SATIATION

A behavior that is self-reinforcing can be repeated over and over until it is no longer reinforcing.
E.G.: A child writes a dirty word. His teacher has him write the work 500 times. When he is finished, he no longer has any desire to write the word again. A child throws rocks. Having him throw until his arm is tired will satiate or eliminate his desire to throw rocks.

SOME PRINCIPLES OF BEHAVIORAL MANAGEMENT

POSITIVE REINFORCEMENT: Getting a "goodie" for doing something - - - - -

A behavior occurs more frequently when followed by a reinforcer.

Be "Sensitive":

Events reinforcing one child may not reinforce another.

Events reinforcing at one time may not be reinforcing at another.

Use of the same reinforcer can reduce its effectiveness.

"Surprise" reinforcers are often very effective.

Timing of Reinforcement is crucial - - - -reinforce immediately during initial learning; when reinforcement must be delayed, describe past good behavior.

TOKEN ECONOMIES: The child receives a "token" for doing something and after he's earned a certain number of "tokens", he may trade them for a prize or privilege (the 50¢ word for "tokens" is SECONDARY REINFORCER)

NEGATIVE REINFORCEMENT: Escaping a "baddie." for example - - getting caught in the rain and running indoors; thus, escaping a "baddie" is really a "goodie".

"Time-Out" - When a child's behavior becomes too disruptive for the teacher and/or other children to tolerate, he is removed from the reinforcing classroom situation until he decides to return and act more appropriately.

AVOIDANCE: Avoiding the "baddie" altogether, e.g. - suppose you had the foresight to bring a raincoat and umbrella with you. You don't get wet at all - - you've "avoided" a negative reinforcer.

If the "time-out" situation is truly effective for a child, he will eventually begin to avoid it by behaving more appropriately. (Be Sensitive: What a teacher may feel is a "baddie" may really be a "goodie" for the child.)

PUNISHMENT: Suppose you're so out of it that you step right into the rain in your brand new Sunday dress. - - You did something, and a "baddie" happened, i.e., you got your dress wet. Punishment is the least effective behavioral principle, yet still probably the most used.

PUNISHMENT CAN BE DANGEROUS

Why?:

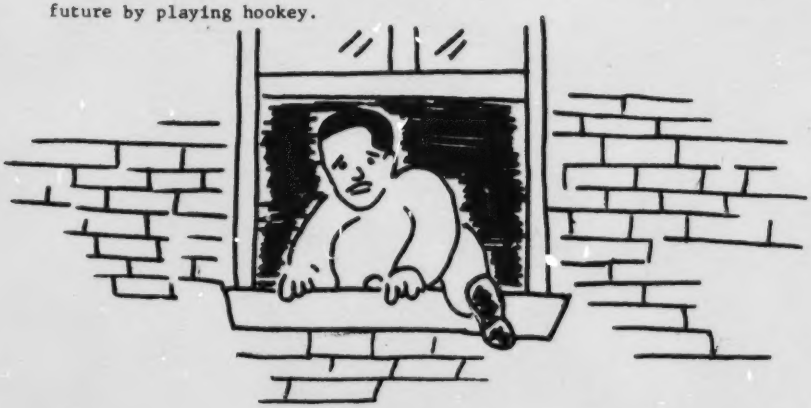
-Usually more rewarding to punisher that helpful to a child.

-May give attention to punished child and thereby reinforce him.

-May produce intense fears and anxieties.

-Child will tend to avoid the punisher and if this person is his teacher, not much learning can take place.

The biggest problem with punishment is that if we use it too often, then school becomes a NEGATIVE REINFORCER ("baddie") - - - then the child might ESCAPE it by running away, or he might AVOID it in the future by playing hookey.



Children with learning problems who daily must deal with that awful "baddie" called FAILURE are particularly prone to seeing school as a negative reinforcer and eventually learn to avoid it - - - either by acting out (I'd rather be called "BAD" than "DUMB"!), or by withdrawing (when day-dreaming becomes more reinforcing than dealing with school work).

REMEMBER - - We, as adults, are not immune to falling under the "Behavioral management" techniques of children. Children learn to reinforce adults, too.

Children reinforce adults, too!

TANTRUMS - - temper tantrums often persist because they are well reinforced, but like all learned behavior they can be unlearned. (The "50¢ word" for unlearning is EXTINCTION!)

EXTINCTION: To stop a child from acting in a particular way, you may arrange conditions so that he receives no rewards following the undesired act.

Behavior not followed by reinforcement (a "goodie") tends to be extinguished.

The Extinction Principle works only when you can control all his sources of 'goodies".

SHOVEL YOUR WALK?
YOU MEAN FOR MONEY?
YES, I DON'T HAVE ANY USE FOR DOGS.
SLAM!
I GUESS A GOOD BUSINESS MAN CAN'T AFFORD TO BE SARCASTIC.

CAUTION: Omitting "goodies" differs greatly from taking away reinforcers. . . Taking away a reward or privilege which has already been given constitutes punishment; withholding a reward or privilege not yet given is not punishment - - - e.g.; "Since you didn't work yet, I'm taking away what you earned lask week" is punishment. But - - "Since you didn't work yet, you don't get paid yet" is withholding a reinforcer (not punishment). The distinction is important because of the different effect on the child's behavior.

IGNORING Inappropriate behaviors: could it be that the hard-of-hearing, near-sighted teacher may be the most effective behavior modifier? Learn to see and hear what you want to see and hear from your students - ignore what's inappropriate as much as possible unless it's destructive.

Good behaviors can be extinguished also, and are often replaced by more reinforcing "bad" behaviors . . . . . .

A child starved for attention will use extreme measures to obtain it!

QUESTION: WHAT "GOODIES" DOES THE CHILD WHO DOES HIS WORK AND BEHAVES APPROPRIATELY GET?

ANSWER: OFTEN, NONE . . . . unless his teacher appreciates the need of children for ATTENTION (the "sensitivity" part) and understands basic behavioral principles (the "manipulator" part).

MODELING: "Monkey see . . . Monkey do". - - - To teach a child a new way of behaving, allow him to observe another child being reinforced for doing the desired behavior.

Modeling can promote either desirable or undesirable behavior.

Parents and children are natural models for their children.

WHO can be used as effective models?

Significant adults: parents and teachers are certainly (especially with younger children) the most effective models for children.

Other children: this could work either way - - - appropriate or inappropriate (peers are often the most effective models for older children and teen-agers)

SUCCESSIVE APPROXIMATIONS (or Think Small): "When you try to do everything, you don't do nothin', so just do a little somethin' at a time".

We must not wait for a behavior to be perfect before using reinforcement. Any tendency to improve must be reinforced.

A series of small improvements gradually becomes the desired behavior.

A child needs to know he is making progress! Catch him doing better and reward him.

The difficulties some children have both in school and at home frequently result because they have not mastered the skills necessary for performing the more complicated behaviors expected of them. The wise teacher attempts to help a child identify precisely what prerequisite skills he needs to master in order to learn the more complex tasks.

The question with children who have learning problems is not "Why can't Johnny read?" It's really, "Why does Sally read well?" It's a wonder anyone learns to read - - - especially English!!!

What are the Behavioral Prerequisites for learning to read?

1. The ability to follow directions.
2. The ability to stay with a task for a reasonable period of time.
3. The knowledge that various "goodies" are contingent on reading, and these "goodies" have acquired reinforcing power for the child.

If we try to reinforce READING before a child has learned the prerequisite skills, we're doomed to failure and the child to frustration.

PROBABLY THE BIGGEST PITFALL TO ALL BEHAVIORAL MANAGEMENT PROGRAMS IS TRYING TO TAKE TOO LARGE A "BITE" INSTEAD OF "LITTLE NIBBLES". Another giant pitfall to behavioral management schemes is a lack of . . . CONSISTENCY (50¢ word - "Schedule of reinforcement): A teacher's actions must be consistent with her words.

Any warning that a "baddie" is on its way, or that a "goodie" will follow a certain behavior, must be followed through with.

Parents and teachers sometimes make empty threats about "baddies" and don't always come through on the promised "goodies". Children quickly learn whose warnings they can safely ignore and whose promises they can't trust. THE "FALL SYNDROME": Each fall students spar with their teachers they have not had before and test each substitute, teacher's aide, or student teacher because they want to see whether this person really means what he or she says. So . . . not only do we need to be consistent and follow through on what we say, but we also must carefully consider whether the warnings or promises we make can be followed through upon.

INCOMPATIBLE ALTERNATIVE: To stop a child from acting in a particular way, you may reward an alternative action that is inconsistent with or cannot be performed at the same time as the undesired act.

I'M LONELY
I FEEL THAT NO ONE REALLY CARES ABOUT ME
THE DOCTOR
HOW CAN I CURE THIS LONLINESS
GET SOME FRIENDS! FIVE CENTS PLEASE

Encourage incompatible alternative behavior.

Provide rewards for alternative behavior.

Reward some specific alternative action, not merely the absence of the undesired behavior.

CUEING: "The gentle reminder" - - To teach a child to remember to act at a specific time, arrange for him to receive a cue for the correct behavior just before the action is expected, rather than after he has performed incorrectly.

Cueing requires a good deal of thought to anticipate just when a cue can most advantageously be given. Children can eventually learn to give themselves the cue.

QUESTION: Can a child feel happy, secure, and loved by adults who enforce their rules and insist that he abide by them?

ANSWER: If an adult "enforces" his rules with punishment, then, as we've discussed, he decreases the child's feelings of happiness, security, and love. However, if he enforces his rules by positively rewarding improvements and by providing a good example (modeling appropriate behavior), then he increases the child's feelings of happiness, security, and love. The child knows where he stands, he knows what he needs to do to earn his "goodies", and he is confident that nothing he can do will cause the adult to reject him!

Contrary to many adults' notions, it is not harmful to a child's happiness to frustrate him by not letting him do as he wishes at times. The goal of keeping a child happy may keep him from being a happy child!

WHAT WOULD YOU SAY YOU WANT MOST OUT OF LIFE, CHARLIE BROWN... TO BE HAPPY?
OH, NO...
I DON'T REALLY EXPECT THAT... I REALLY DON'T.
I JUST DON'T WANT TO BE UNHAPPY!

IF WE RAISE OUR CHILDREN TO BE DEPENDABLE, INDUSTRIOUS, HONEST AND CONSIDERATE OF OTHERS, THEY WILL MAKE THEMSELVES HAPPY.

ON STUDENT SUCCESS

1. To realize success a child needs growth experience in security, affection, recognition, achievement.

2. The "S I" (self image) is more important than I.Q.

3. Each child needs a workable concept of self. The unloved and unwanted become crippled and cannot thrive.

4. The child should learn to recognize and accept his limitations and his assets. He should form a reasonably accurate picture of himself, and he should like what he sees.

5. The purpose of the school is to make successes - not failures.

6. Every child should have a successful and rewarding experience every day.

7. Success is a habit - a habit we can teach children.

8. If the child cannot find a success identity, he will follow pathways that lead to failing identity.

9. The student's self image is based on many things; non-academic things as well as academic.

10. Anything we do which makes a child feel failure causes him to further interpret that feeling of failure, as, "I'm not only a failure in school, I'm not only a failure at home, I'm a failure, period! - I'm a bad person".

11. A person who does not approve of himself cannot be happy.

12. No child can be shielded from all failure nor should he be shielded from difficulties. Each individual needs to learn to overcome difficulties, but his "ledger" for the day, week, month, year - should show more successes than failures.

NOTHING SUCCEEDS LIKE SUCCESS!!

Johnny learns best when he anticipates success
. . . . . failure leads to an unpleasant emotional reaction

We LIKE to do those things with which we are SUCCESSFUL!
. . . . . make it impossible for Johnny to fail.

First reactions are important - whether it be fractions
. . . . . or football.

REPEATED FAILURE CAUSES Johnny to give up - why TRY?
The novice golfer soon gives up if he does not have some success . . . . . so does Johnny!

SUCCESS AND READINESS go hand in hand.
The expert teacher knows when Johnny is READY to SUCCEED.

Even the slowest learner in the class can be provided with some tasks at which he will find SUCCESS . . . .
IF the TEACHER is skillful!

It is the teacher's responsibility to prevent repeated frustration!

Repeated failure lowers the threshold of failure for the student.

Remember that PRAISE is a powerful force!
Find something for which Johnny deserves praise
. . . . . every day, if you can.

TO INSURE SUCCESS . . . .

DO know each child	DON'T expect all "sixth graders" to perform a given task with equal success.
DO gear the lesson to Johnny's capabilities.	DON'T give "blanket" assignments.
DO expect a wide range of abilities.	DON'T let Johnny go through an entire school day without at least one "success".
DO capitalize on Johnny's STRENGTHS.	DON'T constantly point to Johnny's SHORTCOMINGS.
DO minimize Johnny's WEAKNESSES.	DON'T "rub in" Johnny's weaknesses with extra assignments.
DO understand individual differences.	DON'T assume "failure" in those subjects taught in school means failure in life.
DO look for the STRENGTH in each child.	DON'T look for the weakness in each child.

SUCCESS CHARACTERISTICS IN CHILDREN

Is thoughtful of others.

Makes good use of his time.

Respects authority.

Works well with other children.

Uses good health habits.

Has an interest in many things.

Has a creative mind.

Has a good imagination.

Is able to adjust to routines and different people.

Is sensitive to others'feelings.

Is able to make decisions for his behavior.

Accepts discipline.

Does things and says things to make other people feel good.

Is able to admit his own mistakes.

Accepts individual differences.

Is willing to listen to others' opinions.

Is dependable.

Is careful of others' property.

Shows personal grooming

Is willing to set goals and work for them.

Is aware of his abilities and works with his limitations. (can handle work load).

Shows enthusiasm.

Shows self-confidence.

Takes pride in doing work well.

Accepts constructive criticism.

SUCCESS - O - GRAM

SAMPLE

SAMPLE

Date Signature

1973 INNOVATIVE EDUCATIONAL SUPPORT SYST

You're batting 1000

Your fans really cheered when you

scored by _____

_____.

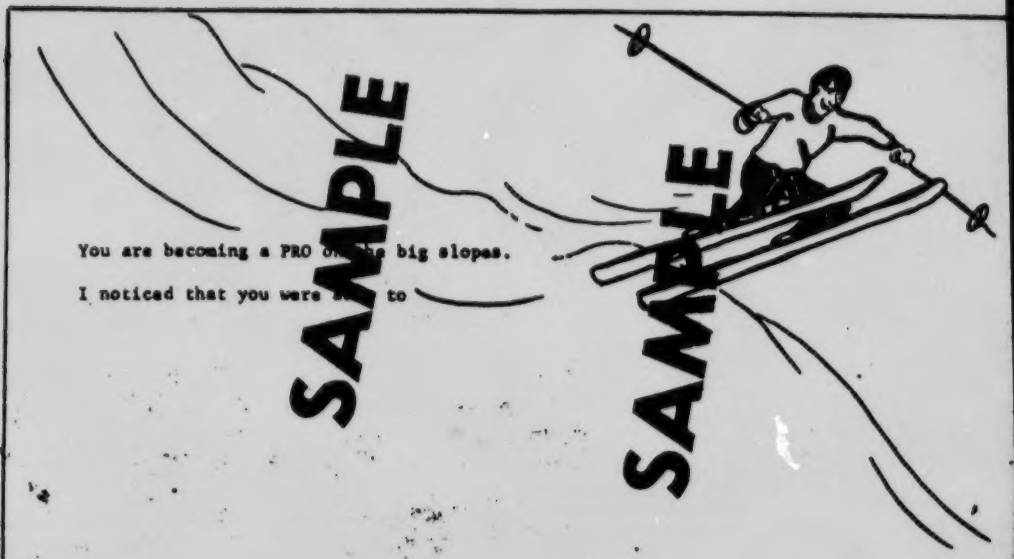
Congratulations _____.

SAMPLE

SAMPLE

Coach's Signature Umpire's Signature Fan's Signature

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS



You are becoming a PRO on the big slopes.

I noticed that you were [illegible] to

Date _____ Ski Instructor _____

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

*The preceeding samples can be purchased directly from Innovative Educational Support Systems, P.O. Box 593, Wayne, New Jersey, 07470: Awards, Contracts, and Activity Centers are a collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate and secondary students. Phone # (201) 696-7009.

What Is Transactional Analysis*

It is a way of talking about human behavior. The words which are used are specifically defined words, simple, colloquial and direct. With these words anyone can converse with meaning about what goes on between persons. In this respect TA meets the problem expressed by one speaker at the 1965 annual meeting of the American Psychiatric Association that "...psychiatry must develop a 'public language', decontaminated of technical jargon and suited to the discussion of universal problems in our society."

Who Started It?---TA was developed by Dr. Eric Berne, a San Francisco psychiatrist, author of many significant books, including his well-known Games People Play. Games are an important part of the system, but TA is broader than the games concept. The growing concepts of TA were developed by a small, then considerably larger, group of colleagues, fascinated and impressed with the promise of this new departure from the old ways of looking at human behavior.

What is A Transaction?---In addition to its unique language, TA is unique in its reduction of human behavior to a basic unit for observation, the transaction: I say or do something and you respond. The question of the analysis is: What part of me initiated the transaction and what part of you responded? The three parts of each person are called Parent, Adult and Child. These words, specifically defined, enable us to sort out the recorded and stored data by which we live.

What is Parent, Adult and Child?

PARENT is that body of data, stored and recorded in the brain, which came from the observation of external events, essentially in the first five years of life. "This is the way the world is," the little person concludes. Because of his dependency, his smallness in the world of giants, his overriding assumption is "they" are right. These recordings are never erased.

CHILD is that body of data, stored and recorded in the brain, which came from internal events, that is, how the little person responded to what he saw and heard in the external world during these early years. These recordings primarily are feelings and conclusions about himself...the most common such conclusions being, "I'm Not OK, You're OK." These recordings are never erased.

ADULT is the emerging hope of the personality, the independent computer which can process new data, update the original recordings in the

Parent and Child, and make decisions on the basis of what is true today. The Adult begins functioning, precariously, in the first year of life. The goal of treatment is the strengthening and emancipation of the Adult through the clear identification of "what part of me is coming on" and, "is this information true, is it reasonable, is it appropriate to today's reality?" The goal is not to do away with the Parent and Child but to be free to examine these bodies of data. The Adult, in the words of Emerson, "must not be hindered by the name of goodness, but must explore if it be goodness." Or badness, for that matter, as in the recording, "I'm Not OK." To the extend that we are free to transact Adult to Adult are our transactions up to date, reasonable and true. To the extent that they are archaic and unexamined are we dominated by the past. It is the truth about how we are put together which, in large measure, makes us free.

Where is TA Used?---It has gained wide usage in the State of California and is being adopted in many other states and a number of foreign countries. It is used in group treatment in many of California's state hospitals, prisons and Youth Authority institutions. It is used by increasing numbers of therapists in marital counseling, treatment of adolescents, family-centered obstetrical care, and in at least one institution for the mentally retarded, Laurel Hills of Sacramento. About 1,000 professionals have been trained in this method in California alone.

How is TA Used in Treatment?---It is a teaching and learning device more than a confessional or an archeological exploration of the psychic cellars. In its own words, it is an "Adult" rather than a "Parent" system. I will not tell you what to do but I will give you a tool which will help you decide what to do with a rather clear understanding of what it is you are doing. It has given hope to persons who want to change rather than adjust. It is realistic in that it confronts a person with the fact that he is responsible for what happens in the future no matter what has happened in the past. It also works at its best in groups (the more transactions the better) and thus offers promise for filling the gap between need for and supply of treatment.

Can Everyone Learn It?---Yes. An example of its clarity is the fact that persons who are severely mentally retarded are learning the essential concepts: Parent, Adult, Child, OK, NOT OK, Games and "Stroking". With these understandings they are developing self-control and communication with others. TA is based on observable evidence and quickly evokes such responses as, "I see what you mean."

Does It Have All the Answers?---No. It cannot construct final conclusions in the realm of beliefs or ethics where no proofs exist. Yet it does provide one of the more dependable ways of discerning different degrees of probability. And to have probability is to have something. It helps change a personal or world view from the hopeless game of Ain't It Awful to What Can We Do To Make It Better? The goal of TA is freedom of choice and the creation of new options above and beyond the limiting influences of the past.

*Adapted from Material Supplied by:
The Institute For Transactional Analysis
350 University Avenue
Sacramento, California 95825

EXCERPTS FROM DR. GLASSER: "CLASSROOM MEETINGS"

A classroom meeting is a non-judgmental discussion of what is important and relevant to students.

I. Types of meetings and some of their functional aspects

A. Social Problem Solving Meeting

1. All problems relevant to the class or any individual in the class can be discussed.
2. Students learn the process of problem solving.
3. Specific problems are solved.
4. Solutions never find fault or include punishment.
5. Meetings provide opportunity for ventilation of frustrations and feelings.

B. Open Ended Meeting

1. Not looking for factual answers.
2. The atmosphere is non-judgmental.
3. Students are encouraged to express their own ideas, questions, and thoughts about a great variety of subjects.

C. Educational Diagnostic Meeting

1. Directly related to what the class is studying.
2. Not for grading - used to find who are learning or not learning.

II. Benefits of Meetings

A. Students can gain a feeling of control over their destiny

B. Students gain self-confidence

C. Understanding of self and others is broadened.

D. School can be more relevant, meaningful

E. Teachers learn to know and understand their students in a new way.

F. Meetings can be helpful in motivating students

G. Benefits are often as much long-term as short-term

EXCERPTS FROM DR. GLASSER: "CLASSROOM MEETINGS" (CONT.)

III. Teacher as Leader

A. Teachers are often hesitant to try conducting classroom meetings because of such things as not knowing what questions to ask

B. With some effort to learn the basics, teachers can be effective leaders, often times more effective than an outside person.

C. An experienced, outside person can be helpful in getting mettings started.

D. Glasser's book provides an effective "cookbook" approach

IV. Some points of importance in conducting a meeting

A. Leader asks appropriate questions

B. Leader picks up on and utilizes what students say

C. Leader conducts meeting in non-judgmental manner

D. Students should always sit in a circle.

E. Meetings should not be too lengthy, maximum of 30 minutes initially

F. Fifteen is a desirable number of students, but more can be included

G. Rules should be established

H. Meetings should be held a minimum of once a week

Dr. Glasser says that human beings have two basic psychological needs: the need to love and be loved and the need to feel worthwhile to ourselves and others.

Classroom meetings can help students develop the ability to fulfill these needs.

CONTRACTING

Rules of Contracting

(1) Task Requirement
(2) Performance Criterion
(3) Reward

Task Requirement

(1) What the learner is to do
(2) Observable behavior
(3) Stated in a positive manner
(4) Must be at a level at which it can be mastered

Performance Criterion

(1) How well the task is to be done (Success Level)

Task

I, Bill Smith, hereby declare that I will answer the 20 science questions at the end of Chapter 6.

Criterion

This job will be considered successful when all (100%) answers are correct or corrected.

Reward

(1) Positive consequences
(2) Kind of reward depends upon the individual student
(3) Student should be involved in the kind of reward

STEPS IN CONTRACTING

Step 1: Orientation
Step 2: Choose the task
Step 3: Choose the criterion
Step 4: Choose the reward
Step 5: Write the contract
Step 6: Student performs the task
Step 7: Evaluate

CONTRACT SUMMARY

1. The teacher must first develop a series of instructional objectives or goals for her.

2. The instructor then determines which objectives can be achieved by each student.

3. Each student understands how he can demonstrate that he has achieved these instructional objectives when they are assigned to him in self-performance terms as behavioral objectives.

4. The learner then begins to acquire the required information or concepts through a variety of media resource alternatives (equipment and materials).

5. He reinforces his learning through self-selected activity alternatives (projects that require information review, use, translation and synthesis).

6. The student then shares what he has learned with others through a variety of self-selected reporting alternatives.

7. Assessment.

A SAMPLE CONTRACT

Africa

Introduction

1. The study unit on Africa might take between 3 and 4 weeks.

2. Almost all of the students would receive Behavioral Objects 1 through 10. The exceptions would be those students who evidenced difficulty as the work progressed.

3. The brightest students would receive Behavioral Objectives 1 through 15. Flexibility is built into a program of this nature in that any child not "labeled" brightest in the original assessment could also be given additional objectives if he completed the others and showed interest in continuing.

Behavioral Objectives

1. Given an outline map, you will be able to write the following names

(a) Africa	(e) South America	(i) Mediterranean Sea
(b) Europe	(f) Australia	(j) Red Sea
(c) Asia	(g) Atlantic Ocean	(k) Gulf of Aden
(d) North America	(h) Indian Ocean	(l) Gulf of Guinea

You must correctly locate items (a) through (h)

2. You will be required to fill in correctly the names of at least 12 African countries in blank spaces on an outline map of Africa.

3. You will be able to write two short paragraphs telling (a) what a missionary is and (b) how the missionaries affected the lives of the inhabitants. You will succeed only if your paragraphs answer the questions what and how.

A. Media Resource Alternatives
B. Activity Alternatives
C. Reporting Alternatives

Read all about it

SAMPLE

_____ agreed to _____

_____

_____ by _____.

Then _____ can _____

_____

_____

_____

Writer's Signature

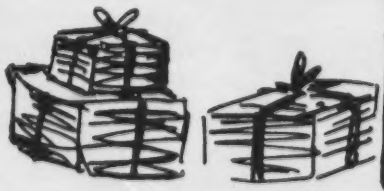
_____

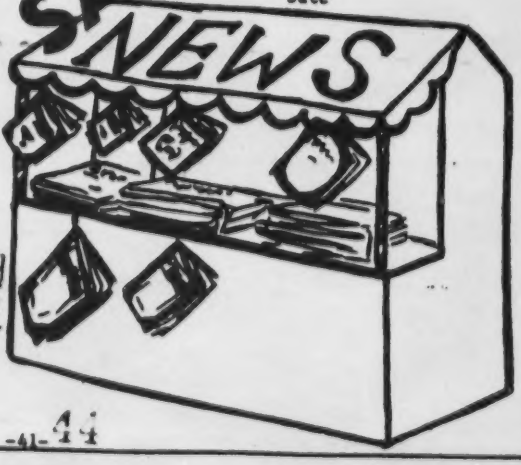
Date

_____

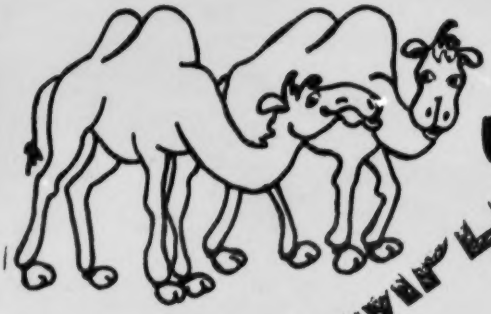
Editor's Signature

SAMPLE





Copyright 1973 INNOVATIVE EDUCATIONAL RESOURCE SYSTEMS



An unbeatable team

SAMPLE

_____ and _____ want to get over these humps.

They have agreed to help one another. _____ will help _____ by _____.

_____ will help _____ by _____

_____. When they reach their goals they will be able to _____

_____.

_____ Date

_____ Student Signature

_____ Student Signature

45

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

For not bugging anyone during _____ today
_____
has earned _____ points.
Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS
For not bugging anyone during _____ today
_____
has earned _____ points.
Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS
For not bugging anyone during _____ today
_____
has earned _____ points.
Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

*The preceeding samples can be purchased directly from Innovative Educational Support Systems, P.O. Box 593, Wayne, New Jersey, 07470: Awards, Contracts, and Activity Centers are a collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate and secondary students. Phone #: (201) 696-7009

WHAT IS VALUES CLARIFICATION?

How do we help young people, and adults, move through the welter of beliefs, attitudes, bits of information, and feelings about life problems to begin to make intelligent decisions regarding their own lives and to learn to accept responsibility for the decisions they make?

What processes can we all use to answer these questions more effectively: How can we begin to find out who we are, where we are, and where are we going? What do we really believe in? How strongly do we believe in it? What are our real values? How does our set of values relate to those held by other people? Many people begin to confront these questions and, in some cases, are overwhelmed by them. Practice in decision-making processes throughout life can give all of us the tools and approaches we need to deal with these questions.

VALUES CLARIFICATION is a PROCESS to help people - - both adults and children - - begin to answer these questions for themselves, in the here-and-now. It is a process to help people learn how to make decisions on what they value. It is a process people can use to help themselves make more intelligent and appropriate decisions, decisions they can live with and take responsibility for.

VALUES CLARIFICATION does not teach a VALUES SYSTEM, per se. It helps a person clarify his own value system. The emphasis of this approach and these techniques is on PROCESS, on the very personal process by which an individual defines his own value system.

WHAT SHOULD YOU EXPECT?

YOU SHOULD BE ABLE TO:

- formulate a statement of belief which accurately reflects your own values;
- defend your statements and maintain your values even when they differ from those of your peers;
- ask questions of others about their own and others' values;
- seek information when experiences and observations conflict with values;
- alter your value positions on the basis of new experiences and information;
- discuss alternative values;
- understand the intensity of your values and the intensity with which values are held by others;
- act on your values and examine the effects of your actions;
- explain why and how peer pressure influences values; and
- openly express your values in public.

*Excerpts taken from Values Clarification Workshop: S. Simon, L. Howe, and H. Kirschenbaum Fall 1975

SAMPLE

THE "I" MESSAGE

Most of the messages we send to people about their behavior are "you" messages - messages that are directed at the other person and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change.

Examples of "you" messages are usually orders or commands ("Stop doing that! Get into the car!"), or blaming or name calling statements ("You are acting like a baby! Your are driving me crazy!") or statements that give solutions removing the responsibility for behavior change from the other person. Perhaps the worst of all "you" messages is the "IF" . . . then threat. ("If you don't . . . . then I will . . . .")

An "I" message, on the other hand, allows a person who is affected by the behavior of another to express the impact it has on him and, at the same time, leave the responsibility for modifying the behavior with the person who demostrated that particular behavior. An "I" message consists of three parts: (1) the specific behavior, (2) the resulting feeling you experienced because of the behavior, and (3) the tangible effect on you. Thus, a teacher might say to a student:

Behavior — Feeling

When you tap on your desk with your pencil — I feel upset

Effect

because I get distracted and have difficulty teaching.

A wife might say to her husband:

Behavior — Feeling

When I try to help you and you don't say anything — I feel confused

Effect

because I don't know how you feel about my help.

In effect, the "I" message allows the sender to implicitly say, "I trust you to decide what change in behavior is necessary." In this manner, "I" messages build relationships and equally importantly, they do not place the sender in the position of enforcing a new behavior, as is frequently the case with the "you" messages discussed above.

PURPOSE: To encourage students to reach out to others in friendship.

SPACE REQUIREMENT: Regular classroom setting.

APPROXIMATE TIME: Five minutes at beginning of day -
Ten minutes at end of day.

MATERIALS: Each student's name on a slip of paper*
One or two containers*
*Teacher supplies

VOCABULARY: container secret friendly

ACTIVITY

Note: On the day you introduce this activity, you will need to allow additional time for discussion. Place boys' names in one container and girls names in another. You may wish to include your own name. Depending on the maturity of your students, you may wish to place all names in one container.

Show the container(s) and say, "I have placed the names of all the boys in this container and all the girls in this container. Over the next several weeks, each of you will pick the name of a person to be your secret friend for a day. But first, let's talk about things we might do for a secret friend during the day".

Encourage students to suggest ways of showing friendship to each other in the classroom. It would be helpful to list their ideas on the chalkboard or on large chart paper. Encourage students to add new ideas to the list from time to time.

After all suggestions have been made, ask for four volunteers, two boys and two girls, to draw one name each from the appropriate container. Tell the volunteers, "The slip of paper you have just drawn contains the name of your secret friend for the day. You must not tell whose name you have, but during the day you are to do three or four friendly things for that person because he or she is your secret friend for the day. At the end of the day, I'll ask you to tell us who your secret friend is and what you did".

Near the end of the day, have the four volunteers tell the names of their secret friends. Ask each volunteer: "What did you do for your secret friend? How did it make you feel?"

Ask each secret friend: "Did you know you were a secret friend? How did you find out? How did it make you feel?"

LESSON 14

Ask the remaining students; "Did anyone else think that you were a secret friend when you were not? Tell us what happened to make you think so."

Repeat this activity until all students have had an opportunity to participate.

OUTCOME: Interesting acts of friendship will occur. The expectation of acts of friendship is infectious. Some students who were not chosen will report that they thought they were the secret friends.

*Critical Incidents by Dr. James Hoffman, Published by Instructional Fair, Inc.

SAMPLE: INFORMAL ASSESSMENTS FOR USE IN BEHAVIOR INTERVENTIONS WORKSHOP

Parent_____ Name_____
Name

Principal_____ Date_____
Name

Teacher_____
Name

	RATING			
	Much Improved	Improve-ment	Little Im-provement	None
I. Being a likable, friendly person - check one for each question --				
1. Makes a point of speaking to people.	_____	_____	_____	_____
2. Decides to be friendly rather than waiting for someone to approach him.	_____	_____	_____	_____
3. Is a friendly person.	_____	_____	_____	_____
4. Is a kind person.	_____	_____	_____	_____
5. Is a thoughtful person.	_____	_____	_____	_____
6. Possesses a sense of humor.	_____	_____	_____	_____
7. Is a sincere individual.	_____	_____	_____	_____
8. Is a cooperative person.	_____	_____	_____	_____
9. Has ability to laugh at himself.	_____	_____	_____	_____
10. Makes an effort to say something good about everyone.	_____	_____	_____	_____
11. Willing to do his share of work.	_____	_____	_____	_____
12. Depends on himself.	_____	_____	_____	_____
13. Possesses self-confidence.	_____	_____	_____	_____
14. Shows enthusiasm.	_____	_____	_____	_____
15. Is an agreeable person.	_____	_____	_____	_____
16. Shows an interest in other people.	_____	_____	_____	_____
17. Is a sympathetic person.	_____	_____	_____	_____
18. Makes friends feel important to him.	_____	_____	_____	_____

	Much Improved	Improvement	Little Improvement	None
19. Keeps confidences.				
20. Criticizes others.				
21. Displays feelings of jealousy.				
22. Overpossessive of others.				
23. Successful in making and keeping friends.				
24. Shows happiness over friends' success.				
25. Is sympathetic over friends' failures.				
26. Let friends know that they are important to him.				
27. Has more than one friend.				
28. Finds better ways than moodiness or anger to work off emotions when feeling jealousy toward others.				
29. Has friends among both girls and boys.				
30. Has feelings of inadequacy.				
31. Gets along well with others.				
32. Is accepted by others.				
33. Is a happy person.				
34. Makes others feel wanted.				
35. Is understanding.				
36. Gets along with most of the teachers.				
37. Avoids quarrelling with brothers and sisters.				
38. Avoids quarrelling with parents.				
39. Holds on to temper when not getting his way.				
40. People seem to enjoy doing things with him.				

	Much Improved	Improve-ment	Little Im-provement	None
41. Is accepted in at least one group or with one person.	_____	_____	_____	___
42. Can put himself in other person's place.	_____	_____	_____	___
43. When making a good grade in a subject, he avoids mentioning it in the presence of others who make a poor grade in that subject.	_____	_____	_____	___
44. Tries to make members of family feel that they are liked and is proud of them.	_____	_____	_____	___
45. Always tries to be interested in what the other person is saying.	_____	_____	_____	___
46. Listens at least half of the time when in a conversation.	_____	_____	_____	___
47. Uses time to good advantage.	_____	_____	_____	___
48. Shows consideration for parents.	_____	_____	_____	___
49. Has learned to make wise choices and feels confident in them.	_____	_____	_____	___
50. Seeks help when needed.	_____	_____	_____	___
51. Has feeling of self-confidence.	_____	_____	_____	___
52. Makes the most of good features, clothes, posture.	_____	_____	_____	___
53. Has a working daily routine for airing and washing clothes, brushing hair, bathing, etc.	_____	_____	_____	___
54. In a diffiuclt situation, takes a good look at things as a whole to get perspective of the difficulty at hand.	_____	_____	_____	___
55. Tries to face disappointments and find a remedy; if there is none, tries not to mind.	_____	_____	_____	___
56. Does just a little more than is expected of him.	_____	_____	_____	___

	Much Improved	Improve-ment	Little Im-provement	None
57. Cooperates when suggestions are made to him.	_____	_____	_____	_____
58. Pleasant and friendly to associates.	_____	_____	_____	_____
59. Shows an interest in the work of others.	_____	_____	_____	_____
60. Shows an appreciation of special things that his parents do for him.	_____	_____	_____	_____
61. Has a cheerful outgoing attitude.	_____	_____	_____	_____
62. When having something tough to do, he does it.	_____	_____	_____	_____
63. Is willing to fall in with others, plans and participates when invited.	_____	_____	_____	_____

RATING SCALE - EMOTIONAL BEHAVIOR

1. Displeasure
   0. Negative or non-performance.
   1. Exhibits displeasure frequently.
   2. Exhibits displeasure occasionally.
   3. Exhibits displeasure seldom.
   4. Exhibits appropriate displeasure.
   5. Shows increased awareness of an alternative to avoid unpleasant situations.
   6. Accepts limitations in expressing displeasure and chooses alternative behavior

2. Frustration
   0. Negative or non-performance.
   1. Has temper tantrums when immediate success is not achieved.
   2. Withdraws from activity when immediate success is not achieved.
   3. Withdraws from situation after second unsuccessful attempt.
   4. Makes several attempts at activity before giving up.
   5. Organizes materials to minimize failure.
   6. Is able to rationalize and accept failure.

3. Anger
   0. Negative or non-performance.
   1. Shows anger even when no provocation exists.
   2. Shows anger when slightly provoked.
   3. Shows anger when provoked but exhibits some control.
   4. Expresses anger verbally with few overt actions.
   5. Expresses justifiable anger verbally in appropriate situations.
   6. Accepts societal limits in expressing anger and chooses alternative behavior.

4. Fear
   0. Negative or non-performance.
   1. Is fearful of familiar environment unless accompanied by a reassuring adult.
   2. Is fearful of familiar environment unless group supervision is provided.
   3. Is fearful of changes in the environment and needs some reassurance.
   4. Attempts to overcome fear occasionally by accepting supportive action.
   5. Attempts to overcome fear usually by accepting supportive action.
   6. Rationalizes fear and becomes self-activating.

5. Hatred
   0. Negative or non-performance.
   1. Expresses hatred frequently.
   2. Expresses hatred occasionally.
   3. Expresses hatred seldom.
   4. Accepts alternative situations.
   5. Understands hatred is undesirable and attempts to avoid.
   6. Controls feelings to avoid hatred.

6. Grief
   0. Negative or non-performance.
   1. Responds seldom to situations which normally elicit grief.
   2. Responds occasionally to situations which normally elicit grief.
   3. Responds frequently to situations which normally elicit grief.
   4. Expresses feeling verbally and remains inconsolable.
   5. Accepts substitute activity to lessen grief.
   6. Understands cause of grief and tries to accept it.

7. Pleasure
   0. Negative or non-performance.
   1. Responds seldom by smiling in situations which normally elicit pleasure.
   2. Responds occasionally by smiling.
   3. Responds usually by smiling.
   4. Seeks repetition of pleasurable activity.
   5. Describes and discusses plans for pleasurable activity with group or individual.
   6. Is able to derive pleasure vicariously.

8. Joy
   0. Negative or non-performance.
   1. Responds seldom in situations which ordinarily elicit joy.
   2. Responds occasionally in pertinent situations.
   3. Responds frequently to joyful experiences.
   4. Seeks activities which elicit joy.
   5. Expresses joy in a socially acceptable manner.
   6. Describes and discusses joyful activities in a socially acceptable manner.

9. Love
   0. Negative or non-performance.
   1. Responds seldom in situations which elicit love.
   2. Shows love by hesitatingly touching person or object.
   3. Shows love by change in facial expression.
   4. Asks for repetition of activity or return of person who elicited feeling of love.
   5. Uses acceptable ways of demonstrating feelings.
   6. Describes and discusses feeling of love with individual or group.

10. Compassion
   0. Negative or non-performance.
   1. Responds seldom in situations which ordinarliy elicit feelings of compassion.
   2. Responds occasionally by changing facial expression.
   3. Demonstrated awareness of the feelings of others when playing.
   4. Responds with warmth and kindness to an individual or a group.
   5. Identifies with feelings of others and those less capable.
   6. Persuades individual or group to show affection and kindness to others.

*Taken from the Educable Mentally Retarded Performance Profile; Section on, "Emotional Behavior", Reporting Service for Children, 563 Westview Ave., Ridgefield, New Jersey 07657

STUDENT SURVEY OF TEACHING-LEARNING ENVIRONMENT

Adapt this measure to your own particular objectives

The purpose of this survey is to assist teachers in examining the opinions of students about teaching and learning. Please be honest in telling How Often you think your teacher does the things listed below.

HOW OFTEN

1. Never
2. Seldom
3. Usually
4. Sometimes
5. Always

-- Don't know (leave blank)

YOUR TEACHER

1. Has a sense of humor.
2. Respects your ideas and concerns.
3. Helps you to develop skills in understanding others.
4. Accepts your feelings.
5. Provides an opportunity for you to let the teacher know how you feel about class.
6. Enthusiastic about working with you.
7. Sees you as a responsible person.
8. Helps you to develop skills in separating fact from opinion.
9. Likes you.
10. Helps you to develop skills in understanding yourself.
11. Treats you fairly.
12. Helps you to develop skills in communicating with others.
13. Provides an opportunity for you to make judgments about your own progress.
14. Accepts differences in students.
15. Helps you individually when you need it.
16. Helps you to develop skills in listening.
17. Is easy to talk to.
18. Helps you to develop skills in organizing materials.
19. Understands you.
20. Has an interesting class.
21. Trusts you.
22. Accepts you where you are in the subject matter.
23. Helps you to develop skills in making decisions.
24. Is sincere.
25. Helps you to develop skills in finding information.
26. Keeps your attention and interest throughout the class period.
27. Encourages you to make judgments about your own progress.
28. Starts class in a way that encourages your attention and interest.
29. Helps you to develop skills in using time wisely.
30. Supports, reinforces and encourages you.

PUPIL'S REPORT TO PARENTS

Name_____

Date_____

School_____

This Week I:

1.	Helped my classmates.	YES	NO
2.	Helped my teacher.	YES	NO
3.	Worked quietly.	YES	NO
4.	Was a good listener.	YES	NO
5.	Was friendly.	YES	NO
6.	Was polite and courteous.	YES	NO
7.	Kept neat and clean.	YES	NO
8.	Helped keep our room tidy.	YES	NO
9.	Worked very hard in class.	YES	NO
10.	Took good care of school property.	YES	NO
11.	Did my reading.	YES	NO
12.	Did my spelling.	YES	NO
13.	Did my writing.	YES	NO
14.	Did my arithmetic.	YES	NO
15.	Did my arts and crafts.	YES	NO
16.	Played in physical education.	YES	NO
17.	Did my singing.	YES	NO
18.	Days absent this month.	YES	NO

_____ _____

Teacher's Name Parent's Name

CURRENT AND EFFECTIVE REFERENCES, RESOURCES AND MATERIALS FOR USE IN BEHAVIOR INTERVENTIONS WORKSHOP

ELEMENTARY LEVEL

OVERVIEW - FRAMES OF REFERENCE

- Reality Therapy
- Socio-Metric Group
- Transactional Analysis
- Values Clarification
- Cognitive Rational Thinking

DUSO KITS 1 & 2

The manual for each kit contains specific day-to-day activities. For each week the program provides a story, problem situation, role playing activity, puppet activity, discussion picture, career awareness activity, supplementary activities and supplementary reading. The wide variety of approaches makes the kit useful with all children. The program guides children to a better understanding of themselves and others and of their feelings and behavior.

Publisher: Approx. Cost: D-1 $95.00
D-2 $98.00

American Guidance Service Inc.
Publisher's Building
Circle Pines, Minn. 55014

TAD

Toward Affective Development (TAD) is an activity-centered program designed to stimulate psychological and affective development. TAD is designed for use with students, ages eight to twelve (grades three through six). The program is divided into five sections, comprising 21 units or 191 lessons. TAD lessons, activities, and materials have been planned for integration into the typical classroom schedule.

Publisher: Cost: (1977 Price List) $95.00

American Guidance Service Inc.
Publisher's Building
Circle Pine, Minn. 55014

THE HUMAN VALUES SERIES

The program teaches values with true-to-life situations told in interesting story form. Series and stories are set in multi-ethnic situations. Full-color teaching pictures are thought provoking. A simple common sense approach to values. The Teacher's Edition has a lesson plan for each picture story lesson. Posters available to introduce each of the value classifications.

Publisher:

Approximate Cost: $21.00
Teacher's Editions: $ 5.43

Steck-Vaughn Company
P.O. Box 2028
Vaughn Building
Austin, Texas 78767

I HAVE FEELINGS

Behavioral Publications has published several books geared to help children be mentally healthy and to help them understand their own feelings. Other titles include: Things I Hate, All Alone with Daddy, My Grandpa Died Today, The Man of the House, One Little Girl, Lisa & Her Soundless World, Billy and Our New Baby.

Publisher:

Approximate Cost: $5.95

Behavioral Publications
72 Fifth Ave.
New York, N.Y. 10011

MOODS AND EMOTIONS

The set includes eight illustrations in color on 13" x 18" cards. The pictures show children expressing feelings of love, joy, anger, frustration, compassion, sadness, thoughtfulness and loneliness. The prints are designed to help a child understand his own moods and emotions.

Publisher:

Approximate Cost: $7.95

The Child's World
P.O. Box 681
Elgin, IL 60120

DLM - PICTURE POSTERS
PEOPLE PUZZLES

A series of 8 family members. Child must look at the content of the picture to complete puzzles. Available as black or caucasian family. Also, have a Multi-Ethnic Children Puzzle set available.

Publisher: Approximate Cost: $4.50

Developmental Learning Materials
7440 Natchez Ave.
Niles, IL 60648

THE SOCIAL LEARNING CURRICULUM

The program stresses social competence. The set includes 10 duplicating books, assessment charts, transparencies, supplementary books in physical education, science and math, teacher's guide to scope, and sequence charts. The program received excellent field testing by teachers. The program i geared to children with special needs.

Publisher. Approximate Cost: $195.00

Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, OH 43216

THE TRIPLE "I" SERIES
IDEAS, IMAGES, AND I

Can be used to supplement a reading program. The primary aim is to help the child develop a positive self-image. Each story develops an incident to which children can relate and stories can be used at the most appropriate time for a child.

Publisher: Approximate Cost: $ .87 (softbound)
$3.99 (Teacher's Guide)

American Book Company
300 Pike Street
Cincinnati, OH 45202

UNDERSTANDING OUR FEELINGS

Can effectively be used to stimulate discussions of the way we feel. Helps children recognize and understand moods and emotions.

Publisher: Approximate Cost: $4.95

Instructo
Paoli, PA 19301

T.A. FOR TOTS
T.A. FOR KIDS

These books present Transactional Analysis to children in a way that is fun as well as instructional. The books may be read by children or to children. At the end of each chapter are tests and excercises. Failures are avoided and success is guaranteed. The book is designed to stimulate discussion.

Publisher: Approximate Cost: $4.00

Alvyn M. Freed, Ph.D.
391 Munroe Street
Sacramento, Calif. 95825

THE UNGAME

The game contains a deck of cards for adolescents and adults and a deck for children. Optional blank cards are included. The game helps players verbalize feelings, attitudes and motives, and can be played by 2-6 players.

Publisher: Approximate Cost: $8.50

Arden Press
Box 844
8331 Alvarado Drive
Huntington Beach, Calif. 92646

CHILD MANAGEMENT

A self-instructive booklet designed for parents and other child care specialists.

Author: Judith M. Smith and Donald E. P. Smith

Publisher: Approximate Cost: $4.00

Ann Arbor Publishing
611 Church
Ann Arbor, Michigan 48104

CLASSROOM PERSONALITIES

Concise, readily available information concerning various types of children found in every classroom. Suggested courses of action as to symptoms, reasons for behavior, suggestions to try, and things to remember are included.

Author: Dr. Emery Stoops, Dr. Russell E. Johnson and Owen Smith

Publisher: Approximate Cost: $2.00

Econonomics Press, Inc.
Fairfield, New Jersey 07006

CRITICAL INCIDENTS

A compilation of real life problems that are open-minded in nature and can be used for all grade levels.

Author: Dr. James Hoffman

Publisher: Approximate Cost: $3.00

Instructional Fair, Inc.
1225 Bowers St.
Birmingham, Michigan 48012

DEAL ME IN

In the book Margie Golick describes various card games in terms of the learning skills they involve. She also discusses some guidelines for parents, teacher, psychologists, remedial teachers and "special" class teachers to use cards in teaching and learning. A behavioral approach to teaching social and academic skills.

Author: Margie Golick

Publisher: Approximate Cost: $5.95

Jeffrey Norton Publishers, Inc.
145 East 49th St.
New York, N.Y. 10017

GAMES FOR CHILDREN

New and old favorite games carefully graded into three age groups; 4 to 6, 7 to 9, and 10 to 12. For social interaction.

Author: Marguerite Kohl and Frederica Young

Publisher: Approximate Cost: $1.50 (local drug or book store)

Simon Schuster Inc.
630 5th Ave.
New York, N.Y. 10020

THE GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON

A book that shares perceptions and experiences of children as they look at education. Excellent "insight" for all teachers.

Author: Albert Cullum

Publisher: Approximate Cost: $5.95

Harlan Quist, Inc. (or your local bookstore)

HELP! THESE KIDS ARE DRIVING ME CRAZY

This book is a lively book attempting to provide teachers with knowledge of workable techniques for humane classroom control.

Author: Ron Carter Approximate Cost: $5.00

Pbulisher:

Research Press
2612 North Mattis Ave.
Champaign, Ill. 61820

POSITIVE CLASSROOM PERFORMANCE TECHNIQUES FOR CHANGING BEHAVIOR

Specific classroom examples on how to increase positive performances and decrease negative performances.

Author: Patricia A. Gallagher

Publisher: Approximate Cost: $2.50

Love Publishing Co.
6635 East Villanova Pl.
Denver, CO. 80222

IT'S POSITIVELY FUN

It's Positively Fun is a collection of positive reinforcement techniques for teachers to use in the classroom to provide instant encouragement and to improve communication among parents, children, and school personnel. It includes awards, free time passes, right to rent and bonus point systems, contracts, accomplishment sheets, and school-home communicators. The sheets are perforated and may be duplicated.

Publisher: Approximate Cost: $3.50

Love Publishing Co.
6635 East Villanova Place
Denver, CO 80222

ONE HUNDRED WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS

A comprehensive collection of classroom activities for enhancing students' positive self-concepts. Offers a well balanced presentation of theory and activities. Each of the eight sections contains an introductory explanation of the theoretical base and need for the activities and offers specific suggestions for when, where and how to use the exercises - - plus cautions where appropriate. Provides a wide repertoire of approaches for promoting the affective development of students. Answers the educators' need for a "how to" book in the important area of positive self-concept development.

Publisher: Approximate Cost: $5.95

Prentice Hall
Engelewood Cliffs
New Jersey 07632

PERSONALIZING EDUCATION

Values clarification needs to become an integral part of the classroom. Its focus in on human relationships, goals in the classroom, curriculum, and classroom management. Practical application of hundreds of classroom activities.

Publisher: Approximate Cost: $7.00

Hart Publishing Co., Inc.
New York, N.Y. 10012

AWARDS, CONTRACTS, AND ACTIVITY CENTERS

A collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate students.

Publisher: Approximate Cost: $3.50 (per set)

Innovative Educational Support Systems
P.O. Box 593
Wayne, New Jersey 07470

PRESCRIPTIONS FOR CHILDREN WITH LEARNING & ADJUSTMENT PROBLEMS

Publisher:

Blanco - Thomas

MODIFYING CLASSROOM BEHAVIOR BY BUCKLEY AND WALKER

Publisher:

Research Press
Champaign, Ill. 61820

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM

Publisher:

Research Press
Box 3177
Champaign, Ill. 61820

DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS

Publisher:

Science Research Associates, Inc.
259 E. Erie
Chicago, Ill. 60611

PROBLEM SOLVING TO IMPROVE CLASSROOM LEARNING

Publisher:

Science Research Associates, Inc.
259 E. Erie
Chicago, Ill 60611

TEACHER SELF-APPRAISAL A WAY OF LOOKING OVER YOUR OWN SHOULDER

Publisher:

Charles A. Jones Pub. Co.
Worthington, Ohio 43085

VALUES CLARIFICATION

Publisher:

Hart Publishing Co.
719 Broadway
New York, N.Y. 10003

FAMILIES

Publisher:

Research Press Co.
Box 3177
Champaign, Ill. 61820

REALITY THERAPY

Publisher:

Harper & Row
10 E. 53rd St.
New York, N.Y. 10022

SCHOOLS WITHOUT FAILURE

Publisher:

Harper & Row
10 E. 53rd St.
New York, N.Y. 10022

CURRENT AND EFFECTIVE REFERENCES, RESOURCES AND MATERIALS FOR USE IN BEHAVIOR INTERVENTIONS WORKSHOP

SECONDARY LEVEL

OVERVIEW - FRAMES OF REFERENCE

- Reality Therapy
- Socio-Metric Group
- Transactional Analysis
- Values Clarification
- Cognitive Rational Thinking

THE SOCIAL LEARNING CURRICULUM

The program stresses social competence. The set includes 10 duplicating books, assessment charts, transparencies, supplementary books in physical education, science and math, teacher's guide and scope, and sequence charts. The program received excellent field testing by teachers. The program is geared to children with special needs.

Publisher: Approximate Cost: $195.00

Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

UNDERSTANDING OUR FEELINGS

Can effectively be used to stimulate discussions of the way we feel. Helps children recognize and understand moods and emotions.

Publisher: Approximate Cost: $4.95

Instructo
Paoli, Penn. 19301

THE UNGAME

The game has a behavioral objective and encourages the players to talk on real life situations and to listen to other's responses. Feelings, attitudes, and motives tend to come forth.

Publisher: Approximate Cost: $8.50 (one game)
$39.50 (five games)

The Arden Press
8331 Alvarado Dr.
Huntington Beach, Calif. 92646

CHILD MANAGEMENT

A self-instructive booklet designed for parents and other child care specialists.

Author: Judith M. Smith and Donald E.P. Smith

Publisher: Approximate Cost: $4.00

Ann Arbor Publishing
611 Church Street
Ann Arbor, Michigan 48104

CLASSROOM PERSONALITIES

Concise, readily available information concerning various types of children found in every classroom. Suggested courses of action as to symptoms, reasons for behavior, suggestions to try, and things to remember are included.

Author: Dr. Emery Stoops, Dr. Russell E. Johnson and Owen Smith

Publisher: Approximate Cost: $2.00

Economics Press, Inc.
Fairfield, NJ 07006

CRITICAL INCIDENTS

A compilation of real life problems that are open-minded in nature and can be used for all grade levels.

Author: Dr. James Hoffman

Publisher:

Instructional Fair, Inc.
1225 Bowers Street
Birmingham, Michigan 48012

DEAL ME IN

In the book Margie Golick describes various card games in terms of the learning skills they involve. She also discusses some guidelines for parents, teacher, psychologists, remedial teachers and "special class teachers" to use cards in teaching and learning. A behavioral approach to teaching social and academic skills.

Publisher: Approximate Cost $5.95
Jeffrey Norton Publishers, Inc.
145 East 49th Street
New York, NY 10017

THE GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON

A book that shares perceptions and experiences of children as they look at education. Excellent "insight" for all teachers.

Author: Albert Cullum

Publisher: Approximate Cost: $5.95

Harlan Quist, Inc. (or your local book store)

HELP! THESE KIDS ARE DRIVING ME CRAZY

This book is a lively book attempting to provide teachers with knowledge of workable techniques for humane classroom control.

Author: Rex Carter

Publisher. Approximate Cost: $5.00

Research Press
2612 North Mattis Ave.
Champaign, Ill. 61820

ONE HUNDRED WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS

A comprehensive collection of classroom activities for enhancing students' positive self-concepts. Offers a well balanced presentation of theory and activities. Each of the eight sections contains an introductory explanation of the theoretical base and need for the activites and offers specific suggestions for when, where and how to use the exercises - - plus cautions where appropriate. Provides a wide repertoire of approaches for promoting the affective development of students. Answers the educators' need for a "how to" book in the important area of positive self-concept development.

Author: J. Canfield and H. Wells.

Publisher: Approximate Cost: $5.95

Prentice Hall
Englewood Cliffs
New Jersey 07632

PERSONALIZING EDUCATION

Values clarification needs to become an integral part of the classroom. Its focus is on human relationships, goals in the classroom, curriculum and classroom management. Practical application of hundreds of classroom activities.

Author: Leland W. Howe and Mary Martha Howe

Publisher: Approximate Cost: $7.00

Hart Publishing Co., Inc.
New York, N.Y. 10012

POSITIVE CLASSROOM PERFORMANCE TECHNIQUES FOR CHANGING BEHAVIOR

Specific classroom examples on how to increase positive performances and decrease negative performances.

Author: Patricia A. Gallagher

Publisher: Approximate Cost: $2.50

Love Publishing Co.
6635 East Villanova Pl.
Denver, CO 80222

AWARDS, CONTRACTS, AND ACTIVITY CENTERS FOR SECONDARY STUDENTS

A collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate and secondary students.

Publisher: Approximate Cost: $3.50 (per set)

Innovative Educational Support Systems
P.O. Box 593
Wayne, New Jersey 07470

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM

Publisher:
Research Press
Box 3177
Champaign, Ill. 61820

HELPING THE ADOLESCENT WITH THE HIDDEN HANDICAP

Publisher:
Academic Therapy Publications
1539 Fourth St.
San Rafael, CA 94911

DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS

Publisher:
Science Research Associates, Inc.
259 E. Erie
Chicago, IL 60611

PROBLEM SOLVING TO IMPROVE CLASSROOM LEARNING

Publisher:
Science Research Associates, Inc.
259 E. Erie
Chicago, IL 60611

TEACHER SELF-APPRAISAL A WAY OF LOOKING OVER YOUR SHOULDER

Publisher:
Charles A. Jones Publishing Co.
Worthington, OH 43085

THE DEVELOPMENT & EVALUATION OF BEHAVIORAL OBJECTIVES

Publisher:
Charles A. Jones Publishing Co.
Worthington, OH 43085

VALUES CLARIFICATION

Publisher:
Hart Publishing Co.
719 Broadway
New York, N.Y. 10003

FAMILIES

Publisher:
Research Press Co.
Box 3177
Champaign, IL 61820

REALITY THERAPY

Publisher:
Harper & Row
10 E. 53rd St.
New York, NY 10022

SCHOOLS WITHOUT FAILURE

Publisher:
Harper & Row
10 E. 53rd St.
New York, NY 10022

BETWEEN PARENT AND TEENAGER

Publisher:
Harper & Row
10 E. 53rd St.
New York, NY 10022

AUDIO-VISUAL MEDIA FOR SUGGESTED USE IN BEHAVIOR INTERVENTION WORKSHOP

ELEMENT[illegible]Y LEVEL

FIRST THINGS: VALUES

Each filmstrip presents one or two moral problems which create discussion. The basic concepts covered are truth, fairness, promises, property rights and rules. Children are encouraged to test value judgments in a non-judgmental setting. Each set includes 2 or 3 filmstrips and 1 or 2 cassettes and a discussion guide.

Publisher: Approximate Cost: $26.00 (per set)

Guidance Associates
757 Third Ave.
New York, NY 10017

FOCUS ON SELF

Kits: Stage 1 - Awareness
Stage 2 - Responding
Stage 3 - Involvement

Through the use of filmstrips, cassettes or records, pupil activity book, photoboards of realistic situation and a teacher's guide, the program leads the children through an awareness of self, others and the environment. The kits are sequential, but it is not necessary to use Kit 1 prior to using the others kits. The suggested questions and activities stimulate discussion and thought.

Publisher: Approximate Cost: (with records)

S.R.A. Science Research Associates, Inc.
269 E. Erie Street
Chicago, IL 60611

Stage 1 - $119.00
Stage 2 - $133.00
Stage 3 - $133.00
(add $14.00 for cassette)

TOT-PAC

This is an audio-visual program designed to help small children identify and express their warm fuzzy and cold prickly feelings. It is divided into 5 units, all about you, Prinzes and Frozzies, Feeling Good and Feeling Bad, Being Angry and Afraid, and The O.K. Society of the World. There is another series for parents and teenagers.

Author: Dr. Alvyn M. Freed

Publisher: Approximate Cost: $138.00

Jelmar Press, Inc.
391 Munroe St.
Sacramento, CA 95825

CIPHER IN THE SNOW — Time: 24 Minutes
Color

An award-winning true story of a little boy no one thought was important until his sudden death one snowy morning. A film to motivate concern for the needs of every child.

Publisher: Cost: $265.00 (purchase)

Brigham Young University
Dept. of Motion Picture Production
Provo, UT 84602

Audience Appeal: All Personnel

DEALING WITH DISCIPLINE PROBLEMS — Time: 28 Minutes
Color

Film demonstates proven techniques for handling many common school discipline problems. Individual teachers reveal how they achieve discipline by putting the success concepts of Reality Therapy into every day practice. Teachers suggest a ernative ways for handling discipline problems. Example: Classroom disruption; fighting; uninvolved students; breaking playground rules, etc.

Publisher: Cost: $309.00 (purchase)

Media Five
Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Administrators
Teachers K-6

EMOTIONAL DEVELOPMENT: AGGRESSION — Time: 20 Minutes
Color

The film opens by noting how pervasive and how universal aggression is in daily life. The suggestion is made that different people show different kinds and amounts of aggression. This suggestion leads to a discussion of social learning theory. Social learning theory considers aggression as a learned behavior and people are responsible for their aggressive acts, when aggressive skills will be used, how they can be changed. The film uses childhood aggression as examples but also discusses how aggression in adults is developed.

Publisher: Cost: $395.00 (purchase)
$ 35.00 (rental)

CRM Educational Films
Del Mar, CA 92014

Audience Appeal: Teachers of Special Education
Counselors and Social Workers
K-12 Classroom Teachers

GLASSER ON DISCIPLINE

Time: 28 Minutes
Color

Presents a successful new approach to an old problem; School Discipline. Using typical discipline problems as examples, Dr. Glasser reveals some suprisingly practical solutions, including five basic steps to achieving effective discipline in any school.

Publisher:

Cost: $308.00 (purchase)

Media Five
Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: All Personnel
Parents

IF YOU DO SOMETHING FOR ME

Time: 10 Minutes
Color

When reinforcing behaviors, the appropriate reward is important.

Publisher:

Cost: $100.00 (purchase)

Stanfield House
900 Euclid
Santa Monica, CA 90403

Audience Appeal: Elementary/Secondary Teachers
Counselors

REALITY OF SUCCESS

Time: 28:40 Minutes
Color

This film suggests a simple process by which the helping person can reach the child who has been considered a problem. Dr. Glasser explains how the seven basic steps of Reality Therapy can help a student begin succeeding in school. He demonstrates how to deal with the present, how to get the student to evaluate his own actions, make a plan, and follow through with a commitment.

Publisher:

Cost: $308.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Administrators
Special Services
Counselors

SIT DOWN, SHUT UP OR GET OUT — Time: 1 hour
Color

Chris, is "DIFFERENT". He is extremely bright, an irritation to most of the faculty, and has an extremely poor peer relationship. Refusing to merely follow the system, he freely expresses himself and asks questions.

A mock trial results in Chris' receiving a poor report from school. His parents have taught him to "take the knocks" and support him but the reply Chris prepares is not submitted.

The film concludes with Chris asking himself, "Will it always be this way?"

Publisher: — Cost: $500.00 (purchase)

National Council of Churches
475 Riverside Dr.
New York, NY 10027

Audience Appeal: Counselors
Elementary

STARTING TOMORROW — Time: 28 Minutes
Color

The following persons offer practical, workable classroom approaches every teacher can use to improve human relations and school discipline:

Dr. William Glasser	Herbert Kohl
Dr. Lee Salk	Thomas Gordon
James Herndon	Jonathan Kozol

This film offers new insights to the psychology of teaching for teachers who want help in understanding students.

Publisher: — Cost: $333.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: New Teachers
Student Teachers

A SUCCESS - ORIENTED CLASSROOM

Time: 28:40 Minutes
Color

Individualized Instruction is tailoring instruction to what the child or group needs. This program includes an un-cut 16-minute visit to a classroom in one of Dr. William Glasser's Schools Without Failure. The relationship of record keeping and a student's feeling of self-worth is discussed. The teacher's role while the students are working independently is defined. Techniques are given for providing opportunities for children to make decisions, to work cooperatively, and to help each other learn.

Publisher:

Cost: $308.00 (purchase)

Media Five Film Distributors
1011 North Cole Ave.
Hollywood, CA 90038

Audience Appeal: Regular Teachers 4-6
Elementary Principals

TEACHER EFFECTIVENESS TRAINING

Time: 28 Minutes
Color

This film illustrates the methods created by Dr. Thomas Gordon, author of Parent Effectiveness Training. Dr. Gordon demonstrates his concepts of active listening, "I" messages, and the no-lose method for resolving conflicts.

Publisher:

Cost: $333.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Elementary/Secondary Teachers
New Teachers
Student Teachers
Administrators

THEY CALL ME NAMES

Time: 22 Minutes
Color

In this film a series of young people thoughtfully relate their experiences, portraying their very definite strengths which counterbalance their stereotyping label "retarded".

Publisher:

Cost: $290.00 (purchase)

BFA Educational Media
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, CA 90406

Audience Appeal: Elementary/Secondary Teachers
Administrators

THEORY IN PRACTICE — Time: 28 Minutes
Color

Individual instruction is an educational program that has three major dimensions that can be adjusted to fit any learner: the educational task, or what is to be learned; the learner's behavior, teacher's behavior, or what the teacher will do to make the student's learning more efficient and more predictably successful.

Dr. Madeline Hunter comments on documentary films of two schools - her own experimental school at UCLA and an inner-city in Los Angeles. She describes her process of custom tailoring instruction to fit each learner as an individual.

Publisher: Cost: $334.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Elementary Teachers
Suitable for Academic Intervention

LEARNING TO LIVE SERIES FILMS

TRANSACTIONAL ANALYSIS FILMS - Series of 8 films:

Cost: $2,500.00 (purchase)
$ 600.00 (rental)
$1,250.00 (two-month lease)

CHANGING LIFE SCRIPTS — Time: 30 Minutes
Color

Some of us have life scripts which thwart our fulfillment as persons. How can we change?

Publisher: Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms

FEELINGS

Time: 30 Minutes
Color

We all collect hurt and angry feelings. What can we do to be more honest in accepting and expressing our real feelings?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

TRANSACTIONS

Time: 30 Minutes
Color

When two people relate - transact - the three ego states are involved. How do my ego states hook yours?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

ACQUIRING LIFE SCRIPTS

Time: 30 Minutes
Color

We all adopt life plans or scripts early in life. How are scripts acquired?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

GAMES — Time: 30 Minutes, Color

Some of the games people play are frustrating and destructive. How can we stop playing games?

Publisher: Mass Media, 2116 N. Charles St., Baltimore, MD 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

STROKES — Time: 30 Minutes, Color

We all need recognition - "strokes." How can we be less afraid to ask for and accept recognition and love?

Publisher: Mass Media, 2116 N. Charles St., Baltimore, MD 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

TIME STRUCTURES — Time: 30 Minutes, Color

How we use our time affects the priorities in our lives. How can we gain control or direction in our use of time?

Publisher: Mass Media, 2116 N. Charles St., Baltimore, MD 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

EGO STATES — Time: 30 Minutes, Color

Adult and child aspects of our personalities are explored to show why we act and react the way we do.

Publisher: Mass Media, 2116 N. Charles St., Baltimore, MD 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults & Teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

UNDIFFERENTIATED LUMP

Time: 10 Minutes
Color

The film quotes B.R. Skinner's concept of shaping behavior. "Operant conditioning shapes behavior as a sculptor shapes a lump of clay. Although at some point the sculptor seems to have produced an entirely novel object, we can always follow the process back to the original undifferentiated lump. In the same sense, an operant is not something which appears full grown in the behavior of the organism. It is the result of a continuous shaping process."

Publisher:

Cost: $100.00 (purchase)

Stanfield House
900 Euclid
Santa Monica, CA 90403

Audience Appeal: Secondary Teachers

WHO DID WHAT TO WHOM?

Time: 16½ Minutes
B & W

There are many sources of information on the theory of behavior principles. This practice film helps students recognize actual situations in which four of these are operating appropriately or inappropriately, and practice in how to handle such situations.

Principles considered are (1) positive reinforcement, (2) negative reinforcement, (3) punishment, (4) extinction.

Publisher:

Cost: $195.91 (purchase)

Research Press
P.O. Box 3177
Champaign, IL 61820

Audience Appeal: Elementary Teachers
Secondary Teachers
Parent Education Groups

WHY CLASS MEETINGS

Time: 28 Minutes
Color

Dr. William Glasser presents the rationale for class meetings and outlines techniques that contribute to successful class discussions. A second-grade class meeting, led by Dr. Glasser demonstrates the techniques for leading an open-ended class discussion.

Publisher:

Cost: $309.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Elementary Teachers

CLASSROOM CLIMATE AND TEACHER STUDENT RELATIONS — Time: 30 Minutes each (6 cassette tapes)

This group of audio cassettes presents several persons discussing topics related to the climate of a classroom and to the relationship between the student and the teacher:

1. Developing Self Esteem - Dr. Lee Salk
2. The Open Classroom: Potential Pitfalls - Dr. Richard Harring
3. Principals: Leaders or Managers - Joseph Featherstone
4. Beyond Authoritarian Teaching - Dr. Thomas Gordon
5. Classroom Freedom - John Holt
6. Reducing Competition - George Dennison
7. The Open Classroom, The Teacher's Role - Charles Silberman
8. Individual Instruction - Dr. Madeline Hunter
9. Issues and Censorship - Jonathan Kozol
10. Using Learning Centers - Dr. Richard Harring
11. Teacher Insecurity - Herbert Kohl
12. Minorities in the Classroom - Dr. Fitzgeorge Peters

Publisher: Cost: $49.50 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Regular Classroom Teachers

LOVE IN THE CLASSROOM - Leo Buscaglia — Time: 1 Hour (three cassette tapes)

Leo Buscaglia is an assistant professor of special education, University of Southern California. Dr. Buscaglia looks at the teacher and her relationship with the children from a unique point of view at a time when the behaviorists are vying with the proponents of the dynamic psychological approach. Dr. Buscaglia speaks of love and how it can help children to learn. This tape was made at a conference conducted by the Alameda County, Chapter of the California Association of the Neurologically Handicapped children.

Audience Appeal: All Teachers
Parents
Administrators

LEO BUSCAGLIA

Time: 1 Hour 20 Minutes
B & W (video tape - 2 reels)

Leo Buscaglia is an assistant professor of special education, University of Southern California. Dr. Buscaglia looks at the teacher and his relationship with the student and speaks of love and how it can help students learn.

Audience Appeal: All Personnel
Parents
Administrators

TEACHER ATTITUDE I - UNIT IV

Time: Under 30 Minutes
Color
Video tape

Teachers verbalize their feelings about "bothersome" classroom behaviors, share experiences with colleagues about these behaviors, and describe the management techniques they have employed. Causal factors, such as environment, culture, and values are considered as means to better understanding and to accepting certain behaviors. To effectively deal with "unacceptable" behaviors, focus is first given to isolating the behavior, to determining the scope of interference, and then to considering suggested courses of unacceptable behavior. The teacher will identify with many situations shown throughout the lesson.

Publisher:

Maryland State Dept. of Education
Division of Instructional Television

Audience Appeal: Elementary Teachers
Secondary Teachers
Administrators
Counselors

AUDIO-VISUAL MEDIA FOR SUGGESTED USE IN BEHAVIOR INTERVENTION WORKSHOP

SECONDARY .EVEL

DEVELOPING YOUR PERSONALITY (Jr. High) Filmstrips & Cassettes

ADOLESCENT CONFLICTS (Sr. High)

Programs are designed to stimulate group discussions. Emotions, values and goals are explored and students are led to a greater self-awareness. Titles include - Who Are You?; Belonging to a Group; Exploring Your Feelings; Dealing with Group Pressure; Dealing with Anger; Seeking Independence; Coping with Competition; Coping with Jealousy. There are also sets on drugs and family living.

Publisher: Approximate Cost: $48.50 (per set)

Guidance Associates
757 3rd Ave.
New York, NY 10017

FOCUS ON SELF Kits: Stage 1 - Awareness
Stage 2 - Responding
Stage 3 - Involvement

Through the use of filmstrips, cassettes or records, pupil activity book, photoboards of realistic situations and a teacher's guide, the program leads the children through an awareness of self, others and the environment. The kits are sequential, but it is not necessary to use Kit 1 prior to using the other kits. The suggested questions and activities stimulate discussion and thought.

Publisher: Approximate Cost: (with records)
Stage 1 - $119.00
S.R.A. Science Research Associated, Inc. Stage 2 - $133.00
269 E. Erie St. Stage 3 - $133.00
Chicago, IL 60611 (add $14.00 for cassette)

CIPHER IN THE SNOW Time: 24 Minutes
Color

An award-winning true story of a little boy no one thought was important until his sudden death one snowy morning. A film to motivate concern for the needs of every child.

Publisher: Cost: $265.00 (purchase)

Brigham Young University
Dept. of Motion Picture Production
Provo, UT 84602

Audience Appeal: All Personnel

HOW WE BECOME OURSELVES
AM I WORTHWHILE?
COPING WITH LIFE

The aim of the programs is to give the students a broader perspective of their own lives. Works of literature, movie stills, art and photographs are used to present areas of adolescent development. Student activity cards and a guide are included in each set. There are 160 slides in two carousels and tapes or records.

Publisher: Cost: $97.50 (per set)

The Center for Humanities, Inc.
2 Holland Ave.
White Plains, NY 10603

EMOTIONAL DEVELOPMENT: AGGRESSION Time: 20 Minutes
Color

The film opens by noting how pervasive and how universal aggression is in daily life. The suggestion is made that different people show different kinds and amounts of aggression. This suggestion leads to a discussion of social learning theory. Social learning theory considers aggression as a learned behavior and people are responsible for their aggressive acts, when aggressive skills will be used, how they are maintained, and how they can be changed. The film used childhood aggression as examples but also discusses how aggression in adults is developed.

Publisher: Cost: $395.00 (purchase)
$ 35.00 (rental)

CRM Educational Films
Del Mar, CA 92014

Audience Appeal: Teachers of Special Education
Counselors and Social Workers
K-12 Classroom Teachers

GLASSER ON DISCIPLINE Time: 28 Minutes
Color

Presents a successful new approach to an old problem: School Discipline. Using typical discipline problems as examples, Dr. Glasser reveals some surprisingly practical solutions, including five basic steps to achieving effective discipline in any school.

Publisher: Cost: $308.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: All Personnel
Parents

IF YOU DO SOMETHING FOR ME — Time: 10 Minutes
Color

When reinforcing behaviors, the appropriate reward is important.

Publisher: Cost: $100.00 (purchase)

Stanfield House
900 Euclid
Santa Monica, CA 90403

Audience Appeal: Elementary/Secondary Teachers
Counselors

IF A BOY CAN'T LEARN — Time: 30 Minutes
Color

This well done current film traces the educational experiences of a student who enters senior high school with undiagnosed learning disabilities. A perceptive reading teacher refers the student to a diagnostic clinic. After a thorough evaluation, the clinic follows up with consulting services for the regular classroom teachers who are working with the student. The film stresses the boy's strengths, particularly outside the classroom, as well as dealing with his academic deficiencies. If a Boy Can't Learn would be a fine film for developing awareness and sensitivity.

Publisher: Cost: $295.00 (purchase)

Lawrence Productions, Inc.
P.O. Box 1542
Burlingame, CA 94010

Audience Appeal: Secondary Teachers
Parents of Secondary Students with Learning Disabilities

MORAL DEVELOPMENT — Time: 28 Minutes
Color

Morality involves the reasons why a person does or does not do things that are considered right and good or wrong and bad. But phychologists and educators are interested in morality at an even deeper level. They are concerned with what determines a person's behavior.

This film explores two major current phychological theories of moral development: the cognitive-developmental theory of Dr. Lawrence Kohlbert of Harvard University, and social learning theory.

Publisher: Cost: $425.00 (purchase)

CRM Educational Films
Del Mar, CA 92014

Audience Appeal: Secondary Teachers

NEUROTIC BEHAVIOR: A PSYCHODYNAMIC VIEW — Time: 20 Minutes
Color

What is neurotic behavior? Many people have, at times, wondered if they or others they know are neurotic. This film takes a brief episode in the life of a college senior, Peter, and shows how his neurotic behavior is linked to anxiety from without and childhood memories from within. The film's approach is psychodynamic, based on the depth psychology of Freud.

By the technique of animated sequences, the film shows what is going on in Peter's "innerself" - - the images that crowd to the surface of his mind from his memory, and the way these images are dealt with by his mind.

Through alternating animation and flashbacks the film portrays, describes, and analyzes the successive stages and defense mechanisms of Peter's neurotic behavior: first anxiety, then repression, rationalization, displacement, and finally, when these are not enough to protect him from his anxiety, the phobic fears and obsessive-compulsive neurosis that result.

The film concludes by suggesting that through awareness of our defense mechanisms we can lessen their constricting impact on our lives.

Publisher: — Cost: $295.00 (purchase)
$ 35.00 (rental)

CRM Educational Films
Del Mar, CA 92014

Audience Appeal: Secondary Teachers
Counselors
Administrators

PERSONALITY — Time: 30 Minutes
Color

In this film, through a detailed examination of an unusually articulate and self aware college senior, the viewer learns what personality is and how it functions.

The film begins with a self report by the subject of what he thinks about himself and his life style, then contrasts this with the opinions of others. The film then explains a person's multiple roles and shows how they interact with each other, followed by a survey concerning the role of the psychologist in personality evaluation.

How do we assess personality? "Draw-A-Person", ink-blot tests and the Thematic Test are a few illustrated.

Publisher: — Cost: $425.00 (purchase)

CRM Educational Films
Del Mar, CA 92014

Audience Appeal: Secondary Teachers

93

PREJUDICE: CAUSES, CONSEQUENCES, CURES — Time: 24 Minutes
Color

Prejudice explores such ideas as the dangers of stereotypes and how they are perpetuated by the media, social distance, and socialization; the psychological effects on the victims of prejudice; the influence of consciousness-raising groups; and the effects of cooperative contact.

Publisher: — Cost: $395.00 (purchase)

CRM Educational Films
Del Mar, CA 91014

Audience Appeal: Secondary Teachers

REALITY OF SUCCESS — Time: 28:40 Minutes
Color

This film suggest a simple process by which the helping person can reach the child who has been considered a problem. Dr. Glasser explains how the seven basic steps of Reality Therapy can help a student begin succeeding in school. He demonstrates how to deal with the present, how to get the student to evaluate his own actions, make a plan, and follow through with a commitment.

Publisher: — Cost: $308.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Administrators
Special Services
Counselors

SIT DOWN, SHUT UP OR GET OUT — Time: 1 Hour
Color

Chris, is "DIFFERENT". He is extremely bright, an irritation to most of the faculty, and has an extremely poor peer relationship. Refusing to merely follow the system, he freely expresses himself and asks questions. A mock trial results in Chris' receiving a poor report from school. His parents have taught him to take the "knocks" and support him but the reply Chris prepares is not submitted.

The film concludes with Chris asking himself, "Will it always be this way?"

Publisher: — Cost: $500.00 (purchase)

National Council of Churches
475 Riverside Dr.
New York, NY 10027

Audience Appeal: Counselors
Secondary Teachers

STARTING TOMORROW

The following persons offer practical, workable classroom approaches every teacher can use to improve human relations and school discipline:

Dr. William Glasser	Herbert Kohl
Dr. Lee Salk	Thomas Gordon
James Herndon	Jonathan Kozol

This film offers new insights to the psychology of teaching for teachers who want help in understanding students.

Publisher: Cost: $333.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: New Teachers
Student Teachers

TEACHER EFFECTIVENESS TRAINING Time: 28 minutes
Color

This film illustrates the methods created by Dr. Thomas Gordon, author of Parent Effectiveness Training. Dr. Gordon demonstrates his concepts of active listening, "I" messages, and the no-lose method for resolving conflicts.

Publisher: Cost: $333.00 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Elementary/Secondary Teachers
New Teachers
Student Teachers
Administrators

THEY CALL ME NAMES Time: 22 minutes
Color

In this film a series of young people thoughtfully relate their experiences, portraying their very definite strengths which counterbalance their stereotyping label "retarded".

Publisher: Cost: $290.00 (purchase)

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Audience Appeal: Elementary Teachers
Secondary Teachers
Administrators

LEARNING TO LIVE SERIES FILMS

TRANSACTIONAL ANALYSIS FILMS - Series of 8 films:

Cost: $2,500.00 (purchase)
$ 600.00 (rental)
$1,250.00 (2 month lease)

1. CHANGING LIFE SCRIPTS — Time: 30 Minutes, Color

Some of us have life scripts which thwart our fulfillment as persons. How can we change?

Publisher:

Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary materials for inservice college classes
Teachers implementing T.A. in their classrooms.

2. FEELINGS — Time: 30 Minutes, Color

We all collect hurt and angry feelings. What can we do to be more honest in accepting and expressing our real feelings?

Publisher:

Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms

3. TRANSACTIONS — Time: 30 Minutes, Color

When two people relate - transact - the three ego states are involved. How do my ego states hook yours?

Publisher:

Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Same as Above

4. ACQUIRING LIFE SCRIPTS — Time: 30 Mintues
Color

We all adopt life plans or scripts early in life. How are scripts acquired?

Publisher: — Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms

5. GAMES — Time: 30 Minutes
Color

Some of the games people play are frustrating and destructive. How can we stop playing games?

Publisher: — Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Same as Above

6. STROKES — Time: 30 Minutes
Color

We all need recognition - "strokes'. How can we be less afraid to ask for and accept recognition and love?

Publisher: — Cost: $350.00 (purchase)
$ 25.00 (rental per day)

Mass Media
2116 N. Charles St.
Baltimore, MD 21218

Audience Appeal: Same as Above

97

7. TIME STRUCTURES — Time: 30 minutes, Color

How we use our time affects the priorities in our lives. How can we gain control or direction in our use of time?

Publisher: Cost: $350.00 (purchase), $ 25.00 (rental per day)

Mass Media
2116 N. Charles Street
Baltimore, MD 21218

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes

8. EGO STATES — Time: 30 minutes, Color

Adult and child aspects of our personalities are explored to show why we act and react the way we do.

Publisher: Cost: $350.00 (purchase), 25.00 (rental per day)

Mass Media
2116 N. Charles Street
Baltimore, MD 21218

Audience Appeal: Same as above.

UNDIFFERENTIATED LUMP — Time: 10 minutes, Color

The film quotes B.R. Skinner's concept of shaping behavior. "Operant conditioning shapes behavior as a sculptor shapes a lump of clay. Although at some point the sculptor seems to have produced an entirely novel object, we can always follow the process back to the original undifferentiated lump. In the same sense, an operant is not something which appears full grown in the behavior of the organism. It is the result of a continuous shaping process."

Publisher: Cost: $100.00 (purchase)

Stanfield House
900 Euclid
Santa Monica, CA 90403

Audience Appeal: Elementary/Secondary Teachers

WHO DID WHAT TO WHOM?

Time: 16½ Minutes
B & W

There are many sources of information on the theory of behavior principles. This practice film helps students recognize actual situations in which four of these are operating appropriately or inappropriately, and practice in how to handle such situations. Principles considered are (1) positive reinforcement, (2) negative reinforcement, (3) punishment, (4) extinction.

Publisher:

Cost: $195.91 (purchase)

Research Press
P.O. Box 3117
Champaign, IL 61820

Audience Appeal: Elementary/Secondary Teachers
Parent Education Groups

A WALK IN NOTHER PAIR OF SHOES

Time: 18½ Minutes
Color

A Walk in 'nother Pair of Shoes is an audio-visual production designed to explain to other children some of the problems encountered by neurologically handicapped children. The emphasis is on how it feels to be handicapped and on how a normal child can be of assistance to a handicapped friend. While it was written with the elementary school aged child in mind, it has been found to be of considerable interest to teacher, parents, pre-school mothers groups and other adults who work with handicapped children.

Publisher:

Cost: $6.90 (purchase)

CANHC
P.O. Box 604
Los Angeles, CA 90053

Audience Appeal: Elementary Teachers
Students - Grades 4-6
Students - Junior High

LEO BUSCAGLIA

Time: 1 Hour 20 Minutes
B & W Video Tape (2 reels)

Leo Buscaglia is an assistant professor of special education, University of Southern California. Dr. Buscaglia looks at the teacher and his relationship with the student and speaks of love and how it can help students learn.

Audience Appeal: All Personnel
Parents
Administrators

LOVE IN THE CLASSROOM - Leo Buscaglia

Time: 1 Hour
Three cassette tapes

Leo Buscaglia is an assistant professor of special education, University of Southern California. Dr. Buscaglia looks at the teacher and her relationship with the children from a unique point of view at a time when the behaviorists are vying with the proponents of the dynamic psychological approach. Dr. Buscaglia speaks of love and how it can help children to learn. This tape was made at a conference conducted by the Alameda County, Chapter of the California Association for the Neurologically Handicapped Children.

Audience Appeal: All Teachers
Parents
Administrators

CLASSROOM CLIMATE AND TEACHER-STUDENT RELATIONS

Six Cassette Tapes
Time: 30 Minutes each

This group of audio cassettes present several persons discussing topics related to the climate of a classroom and to the relationship between the student and the teacher:

1. Developing Self Esteem - Dr. Lee Salk
2. The Open Classroom: Potential Pitfalls - Dr. Richard Harring
3. Principals: Leaders or Managers - Joseph Featherstone
4. Beyond Authoritarian Teaching - Dr. Thomas Gordon
5. Classroom Freedom - John Holt
6. Reducing Competition - George Dennison
7. The Open Classroom, The Teacher's Role - Charles Silberman
8. Individualized Instruction - Dr. Madeline Hunter
9. Issues and Censorship - Jonathan Kozol
10. Using Learning Centers - Dr. Richard Harring
11. Teacher Insecurity - Herbert Kohl
12. Minorities in the Classroom - Dr. Fitzgeorge Peters

Publisher:

Cost: $49.50 (purchase)

Media Five Film Distributors
1011 North Cole Drive
Hollywood, CA 90038

Audience Appeal: Regular Classroom Teachers

TEACHER ATTITUDE I - UNIT IV

Time: Under 30 Minutes
Color - Video tape

Teachers verbalize their feelings about "bothersome" classroom behaviors, share experiences with colleagues about these behaviors, and describe the management techniques they have employed. Causal factors, such as environment, culture, and values are considered as means to better understanding behaviors, focus is first given to isolating the behavior, to determining unacceptable behavior. The teacher will identify with many situations shown throughout the lesson.

Publisher:

Maryland State Department of Education
Division of Instructional Television

Audience Appeal: Elementary/Secondary Teachers
Administrators
Counselors

Kits: UN 'RSTANDING YOUR PERSONALITY Slides - Tapes

Center for Humanities

SAMPLE HANDOUTS FOR USE IN BEHAVIOR INTERVENTIONS WORKSHOP

ELEMENTARY LEVEL

WORDS SPOKEN: APPROVAL

Words

Yes
O.K.
Charming
Brilliant
Positively!
All right
Cool
Perfect
Excellent
How beautiful
Terrific!
Marvelous!
Fabulous!
Thinking
That's right
Thank you
Good
Great
Commendable
Fine
Go ahead
Nifty
Wonderful
That's clever
Absolutely right
Wonderful job!
Swell
Exciting
Splendid
Likeable
Satisfactory
Nice
Fascinating
Delightful
Uh-huh
Yeah!
Exactly
Of Course!
Correct
Keep going
Fantastic!
Beautiful job
Pleasant
Well-mannered
Outstanding
I'm pleased

Sentences

I'm glad you're here.
You make me happy.
I think a lot of you.
Remarkably well done.
That shows a great deal of work.
Yes, I think you should continue.
I like the way you explained it.
That's so good.
It is a pleasure having you with me.
You make being your mother really fun.
Well thought out.
You're doing better.
You're doing fine.
That's very good.
I like that.
That's a prize of a job.
That shows thought.
That's good work;
You're very pleasant.
That's an excellent goal.
That's better.
You are very sincere.
That's a nice face.
That's interesting.
That's sweet of you.
Show us how.
You are improving.
You do it very well.
I'm so proud of you.
This is the best yet.

Relationships

Nice things happen to nice children.
You are worthy of my love.

I admire it when you act like that.
I appreciate your attention.

We are proud of your achievement.
You catch on very quickly.
That is very imaginative.
That will be of great benefit to our family.
That is original thought.
You've been a fine credit to your family.
That was very kind of you.
Obedience makes me happy.

Relationships (continued)

That deserves my respect.
That is clear thinking.
That was nice of you to lend her your _____.
I like that-I didn't know it could be done that way.
Let's watch him do it.

He accepts responsibility.
Show this to your father.

I'm happy your clothes are in order.

That's a good point to bring up.
I agree.
I'd like this in my own room.
Now you're really trying.
You've improved.
You're a good person.

Thinking.

You demonstrate fine ability.
You should be very proud of this.
Show me how you got such a nice _____.
Permission granted.

That's a good job-your brother can look up to you.
That was a good choice.
I know how you feel-should we continue.
Why don't you show your father how you got the answer.

Let's put this somewhere special.
My, you have a nice attitude.
Keep working hard, (name).
Your room appears so neat.
If at first you don't succeed, try, try again.

WORDS WRITTEN: APPROVAL

Symbols

Bravo!	Improvement	Fine
+	Very good	O.K.
Complete	Enjoyable	Excellent
Outstanding	Superior	Perceptive
Well done	Great	Wow!
Rubber stamps	Colored pencil markings	Good Work
Correct	Good	Neato
Nicely done	Very concise	*
X	Thoughtful	100%
Very colorful	Congratulations	Yeh
Show this to your dad	For special display	A-1

Rules

In formulating rules, remember to:

1. Involve the child in making up the rules.
2. Keep the rules short and to the point.
3. Phrase rules where possible in a positive way. ("Sit quietly while eating," instead of "Don't talk and jump around at the table.")
4. Remind the child of the rules at times other than when he has misbehaved.

Rules (continued)

5. Make different sets of rules for varied activities.
6. Let children know when different rules apply (work-play).
7. Post rules in a conspicuous place and review regularly.
8. Keep the general form or notebook and record the number of times you review rules with the child.

EXPRESSIONS: APPROVAL

Facial

Looking	Smiling	Winking
Nodding	Grinning	Raising eyebrows
Forming kiss	Opening eyes	Slowly closing eyes
Laughing (happy)	Chuckling	Widening eyes
Wrinkling nose	Blinking rapidly	Giggling
Whistling	Cheering	Licking lips
Smacking lips	Pressing lips affirmatively	Rolling eyes enthusiastically

Bodily

Clapping hands	Raising arms	Shaking fist
Signaling O.K.	Jumping up and down	Cocking head
Skipping	Rubbing stomach	Thumbs up
Shaking head	Hugging self	Grabbing
Bouncing	Dancing	Stroking motions
Shrugging shoulders	Opening hands	Flipping head
Taking a fast breath	Expansive movements of hands	Covering head slowly, quickly
Patting with hands	Circling hand through air (encouragement to continue)	Hand/finger to face, eyebrows, eyes, nose ears, mouth, cheek, lips, hair, forehead

CLOSENESS: APPROVAL

Nearness

Nearness concerns physical proximity and ranges from geographical separation--through noticeable contact--to embracing.

Interacting with child at playtime	Eating next to the child
Sitting on bed near child	Sitting within young child's group
Standing alongside	Lying down with child before bedtime
Gently guiding	Pausing (while transferring objects)

Touching

Hand on hand
Patting head
Touching nose
Touching arm
Touching hand
Patting cheek
Retying sashes
Tying shoes
Dancing
Leaning over
Tweaking nose

Gentle pull at hair
Running fingers down person's nose

Ruffling hair
Pinching cheek
Patting back
Straightening clothes
Shaking hands
Nudging
Walking alongside
Quick sqeeze
Rubbing back of neck
Touching hurt
Tickling

Guiding with hand

Touching head
Pinching chin
Patting shoulder
Hugging
Squeezing hand
Helping put on coats
Combing hair
Slugging (teenagers)
Gently raising chin
Kissing a hurt
Putting face next to child

Cupping face in hands

ACTIVITIES AND PRIVILEGES: APPROVAL

Individual

Leading family groups

Straightening up for your mother
Running errands
Choosing activities

Sharing a story

Constructing toy materials

Reading a story
Exempting a duty
Answering questions
Making gifts
Writing letters

Decorating room
Presenting hobby to rest of family

Displaying child's creative work of award
Putting away materials
Caring for special pets, flowers, etc.
Collection materials (papers, workbooks, assign. et.)
Dusting, cleaning, arranging furniture, etc.
Helping other children (drinking, lavatory, cleaning)
Working problems out with you
Outside play supervising
Leading family discussions
Recognizing birthdays
Responsibility for on-going activities (pets, plants, room)

Social

Movies
Teams

Clubs
Musical groups

THINGS: APPROVAL

Materials

Books-appropriate level
Book markers
Paints
Flowers
Pictures
Counting beads
Cards
Kites
Striped straws
Jump ropes
Wind-up toys

Marbles
Lego
Beads

Play money
Telephones
Silly Putty

Blocks
Pounding blocks
Tops
Fire engine
Trains & equipment
Racing cars

Steam shovels
Doll furniture

Buggies

Stroller

Food mixes
Dishes
Money (exchangeable token)
Purses
Costumes

Popcorn maker

Pets
Coloring books
Pencil with names
Buttons
Colored paper
Games
Stars
Balloons
Windmills
Musical toys
Hand puppets

Building blocks
See N'Say toys
Gum ball machine

Bands
Silly Sand
Play Dough

Jack 'n box
Doctor kits
Tool bench and tools
Yo-yo
Bean bags
Trucks

Doll houses
Talking dolls

Kaleidoscopes

Comic books

Utensil sets
Stamps
Cleaning sets (carpet sweepers, brooms, etc.)
Jumping beans
Cash register

Electric football, baseball, basketball, hockey

Bookcovers
Crayons
Chalk
Pins
Pets
Stuffed animals
Chips
Jacks
Miniature animals
Farm set and farm animals
Plastic toys (Indians, animals, soldiers, etc.)
Lincoln Logs
Balls
Sand toys (bucket, shovel, etc.)
Peg board and peg towns
Pick-up sticks
Bath toys (boats, rubber ducks, etc.)
Nurse kits
Tinker toys
Boats
Cars and gas stations
Tractors
Doll and equipment (bottles, clothes, etc.)
Flashlight
Kitchen equipment (play stove, sink, refrigerator)
Household items (pots, coffee can, paper rolls, cardboard boxes, etc.)
Play furniture (table, chairs, etc.)
Umbrellas
Ice cream maker
Cotton candy maker

Cowboy dolls and equipment
Model kits (cars, planes, ships, etc.)
Pinball machines

Materials (continued)

Switchboard
Knights, castles, and equipment
Bicycle
Rocking horse
Bug houses
Nicknacks
Typewriter
Walkie-talkie
Calendars
Desk organizers (notebooks, pencils, etc.)
Stapler
Address books
Radios
Vanity sets
Perfume
Bubble bath
Hair ribbons

Belts
Collections (coin, rocks, glass, leaves, stamps, etc.)

Microscope
Science kits
- Frog dissecting kit
- Chemistry set
- Slide preparing kit
- Geologist's kit
- Biological kit
- Radio kit
- Computer kit
- Electric builder kit
- Rock identification kit
- Magnetic kits
- Body kits (man, woman, heart, head, skeleton, eye, ear, etc.)

Baseball equipment

Tricycle
Bird houses

Suitcases
Sewing machine
Playing cards
Records
Musical instruments
Cameras and equipment
Label maker
Autograph book

Pencils
Tape recorders
Jewelry
Bath powder
Hats and clothes
Hair barrels
Jewelry boxes

World globe
View master

Telescope
Erector set

Creative crafts kits
- Origami (paperfolding)
- Wood burning
- Hand bag decorating
- Embroidery

Music boxes
Ant houses

Wall decorations
Sewing boxes
Record player
Stationery
Bulletin boards
Photo album
Pencil sharpener
Date book

Pens
Watches
Masks and wax disguises
Bath oil
Makeup
Hairdryers
Puzzles (jigsaw, trauma tower, dice cube, wooden cube, solitaire, pyramid, mad maze, three dimensional, etc.)

Trains
Art sets
- Oils
- Watercolors
- Pastels
- Chalk
- Colored pencils

Bowling equipment (ball, shoes, etc.)

Swimming equipment (fins, face mask, etc.)

Materials (continued)

Decoupage
Wall decorations
Marquetry
Mosaics
Pillow
Clay
Yarn
Ceramics
Beads
Leather
Colored pipe cleaners
Cloth
Rock polishing
Papier-mache
Wood
Felt
Tile
Glass
Paper

Skiing eq pment
Roller skates
Sleigh
Swing
Slide
Striking bag
Horse shoe set
Badminton set
Darts
Camping equipment (sleeping bag, lantern, stove, etc.)

Fishing equipment (rod, reel, etc.)
Books-appropriate level

Kickball
Golf equipment (clubs, balls, etc.)
Ping pong equipment
Pool table
Football equipment
Tennis equipment
Ice skates
Scuba diving equipment
Toboggan
Swing sets
Boxing gloves
Body building equipment
Croquet set
Tackraw
Tether ball
Pets
Money

Food

Jaw breakers
Lemonade
Ice cream
Apples
Candy kisses
Life savers
Candied apples
Animal crackers
Marshmallows
Lollipops
Potato chips

Chocolate creams
Popcorn
Cookies
Crackers
Fruit
Lemon drops
Candy canes
Soft drinks
Gum
Popsicles

Cake
Peanuts
Sugar-coated cereals
Raisins
Crackers
Sugar cane
Candy corn
Milk
Juices
Candy bars

WORDS SPOKEN: DISAPPROVAL

This list includes naggings, sarcasms, bitternesses, dishonesties, and other ineffectual responses whose angry delivery generally demonstrates that the parent, not the child, has the problem.

Impractical.
Try to understand.
Unclear explanation.

Stop talking.
Pay attention.
Stupid.
Think for a change.
Be quiet and sit down.

Would you like to get spanked?
Bad.
Try harder.
Incorrect.
Undesirable.
That's not clear.
That's terrible.
Quit making messes.

That's not mature.

Grow up!

Horrible
Shh!
Maddening.

I'll have no more from you.
Shut up!

Finish it now.

I'll slap you silly.

You march straight to your room.
You couldn't have done it worse.
That's ugly

You're a laughingstock.
That's cheap.
Don't be crabby with me.
Don't laugh at me.

Be prompt.
Do your homework.
You're too slow

Behave.
Don't.
Be still
Use some thought.
You're gutless.

That's ridiculous.

Meaningless.
Nonsense.
Unsatisfactory.
Wrong.
You should be ashamed.
I dislike that.
What is this?

Let's throw this away.

Haven't you learned how to do it yet?
Absolutely not!
Stop.
Be quiet.

Apologize now.

I'll show you who's boss.
Look for your clothes.

You lack interest and motivation.
I do not like this.

I'm not telling you again.
It's hopeless for you.

You're worthless.
You're disgusting.
Cut it out.
You naughty boy.

Work faster.
Do your best.
Don't you want to do things right.
It can't be that difficult.
Wrong.
Follow directions.
No, that's not what I said.
You don't understand because you don't listen!
Absurd.

Too vague.
That's not right.
Poor.
Useless.
Don't be silly.
Is this something?
I can't understand anything you do.
You're not doing as well as you have done.
Listen to me.

Stop that laughing.
Sloppy.
One more time and you'll get it.
No talking.

Leave her alone.

I'll give you something to cry about.
I will not repeat it.

You're dull.

You idiot.

Why are you such a "fraidy cat"?
You're rude.
You little monster.
You're dumb.
Mock me and you won't hear the end of it.

WORDS SPOKEN: DISAPPROVAL (CONT.)

You're filthy.
That's narrow-minded.
Simple Simon.
That work isn't acceptable.
Stand up straight when you talk to me.
You'd better get on the stick.
You must be confused.
You do this work over right now.
Don't cause problems.
Well, we'll never do this again.
You're bad.
Poor stupid oaf.
You're wrong all the time.
Impertinent.
You're not thinking.
I guess I shouldn't expect any more from you.
You know that's wrong.
People never change.

That's childish.
No! No! No!!!
What do you mean you're not finished?
Anyone else!
So you're doing it again!
I don't see your point.
You know better than that.
You're never dependable.
If you had a brain in your head, you would not say that.
Wrong again.
You don't know anything.
You're not thinking.
You haven't been paying attention.
You're just plain boring.
Stupid nonsense.

You haven't applied yourself at all.
Just try that once more.
Learn that!
Speak when you're spoken to!
Smart Alec.
You know what happened the last time you did that.
Play fair.
That wasn't the right thing to do.
Do it!
You think you're the only one here?
You're doomed to failure.
You make me sick.
You haven't been paying attention.
Wipe that silly grin off your face.
You have a dirty mind.
You'd better try harder.

EXPRESSIONS: DISAPPROVAL

Frowning
Wrinkling forehead
Looking at ceiling
Wrinkling nose
Lowering eyebrows
Shaking head
Squinting eyes
Twisting side of mouth
Looking sideways
Turning head away
Pushing mouth to one side
Hissing
Nodding head (no)
Tightening jaw

Staring
Lifting eyebrows
Puckering lips
Smirking
Laughing
Wrinkling mouth
Gritting teeth
Squinting eyebrows
Snickering
Clicking tongue
Raising lips
Putting hand behind ear
Sniffing
Pulling in bottom lip

Curling lip
Nose in air
Furrowing brows
Pounding fists on table
Shaking finger or fist
Turning away
Biting lips
Cackling
Closing eyes
Letting out breath
Pointing finger
Fingers in front of lips
Showing teeth
Sticking out tongue

CLOSENESS: DISAPPROVAL

Closeness disapproval concerns corporal punishment and ranges from threatening approaches--through spanking--to severe physical beatings.

ACTIVITIES AND PRIVILEGES: DISAPPROVAL

Disapproval concerning activities and privileges constitutes various degrees of deprivation. Deprivation ranges from withholding of privileges. --through isolation--to social incarceration.

Isolation (time-out)	Ostracism	Silence periods
Sitting in corner	Staying after meals	Eating alone
Pointing out bad examples	Writing misbehaviors	Writing letters of apology
Leaving family room	Extra work	Staying in from play
Being last to leave	Away from friends	Apologizing to neighbors
Doing extra work		

THINGS: DISAPPROVAL

Concerning things, disapproval refers to inanimate materials that are damaging to the body: (1) intense noises (ear damage), (2) heat (fires and stoves), (3) chemical (poisons), and (4) objects in motion (knives, cars, bullets, radiation). Obviously none of these should ever be used by the parents.

Notes taken from Dr. Donald Hunsacker's lecture on "Behavior Intervention and Assessment". Spring 1976.

EFFECTIVE CLASSROOM DISCIPLINE

A SHORT PHILOSOPHY OF DISCIPLINE

Education cannot proceed without good discipline. Good discipline requires a basic philosophy from which specific techniques emerge. Good discipline may be described as the ABSENCE of distractions, frictions, and disturbances which would interfere with optimum functioning of the class. It is also the PRESENCE of a friendly, yet business-like rapport in which pupils and teachers work cooperatively toward mutually-recognized and mutually-accepted goals.

The discipline of highest educational value is SELF-discipline on the part of pupils. Any philosophy of discipline which does not strive to teach and instill the ideal of SELF-discipline within both the GROUP and INDIVIDUAL will eventually prove weak and ineffective.

TECHNIQUES FOR DISCIPLINING THE GROUP

1. B gin the class with the bell.
2. There is no substitute for good lesson plans.
3. ..ach pupils that which is meaningful to them.
4. The whole field of MOTIVATIONAL TECHNIQUES is intimately related to discipline.
5. Start the year with definite imposed controls which should then be relaxed gradually.
6. Make sure your room standards are fairly and consistently enforced.
7. Be an actor if necessary.
8. Never give additional homework as punishment.
9. Insist on the general rule of only one voice at a time.
10. Avoid predicting or threatening specific punishments. If you do, be sure it can be carried out.
11. Don't make an issue of everything.
12. Identify yourself with your class.
13. Don't punish the whole group because of the misbehavior of one or a few individuals.
14. Understand pupils' fads and don't belittle them.
15. Don't argue with your class.
16. Don't make deals.
17. Never reject a class or an individual.
18. Compliment class (on anything) when warranted.
19. Show a sense of humor.
20. Act your age. (Be a mature and stable person.)
21. Associate with your pupils in school activities outside the class.
22. Don't be afraid to make corrections.
23. When you need advice for handling a group or an individual, don't wait too long to ask for it.
24. You have to be your own best self.

TECHNIQUES FOR DISCIPLINING INDIVIDUAL PUPILS

1. As you perfect your group discipline, individuals who are potential behavior problems are more likely to fall into line.

2. Judicious seating arrangements are a specific tool for good discipline.
   a) The first day you can casually fill vacant front seats with reluctant backseaters.
   b) If the child has physical handicaps, appropriate reseating should be done.
   c) It is well to have the front desk in the middle row unassigned.
   d) Break up "talky" combinations.
3. Suspend sentencing until both you and the pupil can view the case in perspective.
4. Try to get at the cause of anti-social behavior.
5. Concentrate on ringleaders.
6. Give an individual pupil responsibilities.
7. Refrain from using penalties which are personally and publicly humiliating to a pupil.
8. Be sure that your approach and punishment fits the offender as well as the offense.
9. Take away "foreign" material without comment.
10. Stop dramatically in the middle of a sentence for discipline.
11. Communicate by letter or phone with parents of chronic misbehaviors.
12. Have the pupil write the letter to his parents.
13. In extreme cases, a visit by the teacher to the home can be revealing.
14. The following is a suggested sequence of steps, a sort of "defense in depth" for handling difficult individual pupils:
    a) Call a pupil on unacceptable conduct.
    b) Speak to offender privately after class.
    c) Move pupil to an isolated seat in the rear of the room.
    d) By now you should make a point of getting all the information that is available about the pupil.
    e) Have pupil stand outside your door and report to you after class. After class, exact from the pupil in writing a dated and signed promise of acceptable conduct.
    f) Face-to-face conferences with parents if unacceptable conduct still continues.
    g) Referral of the chronic offender to the proper administrative official with a written case history from you. Readmission to class should be probationary.

DEVELOP PERSONAL RELATIONSHIPS

1. In the classroom:
   a) Listen to your own voice. Try to keep it calm and courteous. Guard against a continuing tone of disdain or displeasure.
   b) Give the group a feeling of confidence by expressing confidence in the group.
   c) Give the group a feeling of accomplishment by making them consious of the results of their work and growth.
   d) Create a spirit of cooperative work by encouraging children to help plan and offer suggestions, and then to evaluate what has been done.

e) Learn to know as much about each child as you can. Sometimes a few minutes of private conversation at the beginning or end of the day will build a bridge of understanding between you that would be impossible in a group situation.
f) Try to maintain a pleasant working relationship in which humor, understanding, and mutual respect are the underlying factors.

2. With the principal:
Work toward a relationship built on honesty and understanding. Remember you can always get help when you need it, but one administrator cannot be a magic cure-all for your problems, nor should you become overly dependent upon him.

3. With other teachers:
Happy relationships with the rest of the staff should help your relations in the classroom. Other teachers can sometimes be of tremendous help in continuing program of guidance.

4. With parents:
Parent conferences are expected. Use them to help you gain a better understanding of children. Plan ways for you and your parents to work cooperatively on a problem.

When regular procedures fail: No matter how carefully daily plans are made or routine procedures organized, discipline problems will appear periodically. These may be of a transitory nature requiring preventive techniques or of a more serious and continuous nature requiring remedial techniques. In any event, try to treat them objectively rather than as a personal affront.

A. Preventive Techniques should help a child develop and maintain his self-control or regain his ability to fit in with the desired classroom pattern.

1. Support self-control by:
   a) A signal indicating a mild warning and a need for self-control: a nod, a motion to turn around, finger to lips to indicate quiet, etc.
   b) Movement toward the child with a steadying, friendly gesture.
   c) Humor which relieves a tense or anxious situation.
   d) A deliberate ignoring of misbehavior to avoid a contagious effect. Confidence in the class as a whole strengthens self-control. Misbehavior to attract attention is only rewarding when you give it attention.
   e) Talking-over periods in which children can express their feelings, evaluate their progress and difficulties, or clarify the consequences of their behavior.
2. Give situational assistance to the child having difficulty by:
   a) Giving individual help with the specific work at hand.
   b) Suggesting a change or activity to give a new center of attention.
   c) Describing a situation before it is to be faced and setting the behavior limits to be expected.
   d) Removing a child from a disturbing situation in a firm but friendly manner.
   e) Restraining a child who may harm other members of the group.
   f) Allowing the child an opportunity to talk over a difficult situation with you.

B. Remedial techniques are those which a teacher must employ to help individual children whose behavior patterns are continuously at variance with group standards.

1. Arrange conditions for the child to have some successful experiences.
2. Increase unobtrusive supervision of a child.
3. Try to give more affection and response to individual children needing it.
4. Avoid public accusations. Help children maintain self-esteem.
5. Do not use threats you cannot or are not willing to carry out.
6. Isolate the offender between the time of the offense and the settlement, maybe using a "Thinking Chair." Let the offender meditate before talking to him. If two or more childrne are the offenders, have them tell the story privately. Then bring all together and help them by suggesting possible ways of working out the problem.
7. Use deprivation of privileges only when it is a logical consequence and will help a child understand the reason for rules. Be careful that this does not pile up on one child.
8. Seek help from the school staff for persistent and difficult problems.
9. Study a child's record and seek out possible causes for his behavior.

Be a 3-F Teacher--Then the child will accept punishment.

FIRMNESS FAIRNESS FRIENDLINESS

Be consistent and sincere.

REMEMBER: With every privilege there is a responsibility.

Some Remediation Techniques that May Be Helpful to the Teacher

1. Be firm and consistent but with empathy.

2. Provide a regular structured routine. The structure should be free from frustration, reasonably flexible, and set up with clear-cut rules and procedures.

3. Insist that the child complete a task, being certain that it is on his ability level and that he understands the directions.

4. Do not give a series of directions. Break them into short parts, and give one part at a time.

5. Do not let the child evade, avoid, or put aside his assignment by such actions as continuous talking, acting, etc.; these are his subtle attempts to manipulate the environment to his own purpose.

6. Give short assignments, and alternate his work sessions with breaks of different kind of activity. Avoid unnecessary directions or explanations.

7. To help the child focus his attention, start an activity or an explanation with statements such as "this is important" or "This is new."

8. Do not ask the child, "Would you like to do this now?" Instead, say, "This is what we are going to do now."

9. In order to avoid his distractible behavior, guide his eyes and attention repeatedly to help the task to be done. Sit or stand close to the child when it is necessary to help him keep himself in control. Seat him near dependable chidren.

10. If a child becomes frustrated with work at a given level, move to a lower level but return to the more difficult as rapidly as possible.

11. To help him organize, remove unnecessary materials from his desk.

12. Sometimes a private office can be provided by facing his desk to the wall or in a corner, in order to help him concentrate on important work. This is not to punish him but to free him from distractions.

13. Select and organize his learning materials so that he can complete them independently and thus help to increase his attention span.

14. Use color cues, for example, to provide carefully calculated starting and ending points to help him establish himself with reference to the task.

15. Workbook sheets should be presented individually as separate pages with unessential details cut away; or cut the pages into sections and rearrange in simpler forms.

16. Use the sense modality in which the child is stronger, but correlate with his weaker modality. Such as, if he excels in auditory perception, begin with this modality but gradually increase the visual directions while decreasing auditory clues.

17. Let him know that you accept him as a person.

18. To secure understanding, give approval or disapproval as near as possible to the time of the act for which it is intended.

19. Give subtle rewards for achievement, such as a smile of pleasure pointing out that he has accomplished his goal.

20. If he is perseverating, shift to another subject or activity, later returning to the original task with a slightly different approach.

21. Keep his periods of listening to others short, if his attention and interest wander. Give him another activity to do after he has listened to several reports.

22. He must know that you accept him as a person, although you cannot condone wrong action.

23. Stay close to him in large areas of confusing situations, that is--- fire drills and assemblies.

24. Set up a system of inconspicuous prearranged signals to help him inhibit himself; for example, touch his arms when he is to stop laughing.

25. Frequently review class rules and routines with him.

26. If the child is hostile, don't have him face the wall. He may not trust having his back to you and the class. Also, warn him you are coming near him by calling his name or walking with loud footsteps. This will prepare him for your entering his private world.

TEACHER SUGGESTIONS

I. Plan diversions to quiet children down (& allow time for this to occur).

1. Turn lights off
2. Raise hands and give quiet sign
3. "Raise hands if you hear me," whispers the teacher
4. Teacher stops talking until class is quiet
5. Play a record quietly
6. Play a chord on the piano
7. Play a tune on the xylophone
8. Clap a rhythm - class starts clapping too
9. "Dum Da Dum Dum," says the teacher.
   "Dum Dum," says the class, if they're listening
10. Sing a song such as "There is a Cottage in the Woods" or "Bingo" where the class sings and pantomimes or claps, but ends up only pantomiming or clapping.
11. Use finger plays
12. Use follow-the-leader exercises
    a. "Simon Says"
    b. If you're listening point to your nose, etc.
13. Use body in space exercises
    a. "Find your space," says the teacher
    b. Have the children lie on the floor
14. Play the "Quiet Game: - Teacher selects the quietest child, who in turn select the quietest child. Play continues for a few minutes.
15. Counting (*Remember - it should be OK if child waits until last number to move & thus there can be a big last minute rush)
    a. In head
    b. 30 seconds to get in seats - "Thirty, twenty-five. . ."
16. "Black Magic" and similar quiet games:
    One child knows secret and leaves room
    Class picks out object in room (i.e. calendar)
    Child comes back in
    Teacher asks child if it's certain things;

"Is it the record player?"	"No," says child.
"Is it the flag?"	"No," says child.
"Is it the black eraser?"	"No," says child.
"Is it the calendar?"	"Yes," says child.

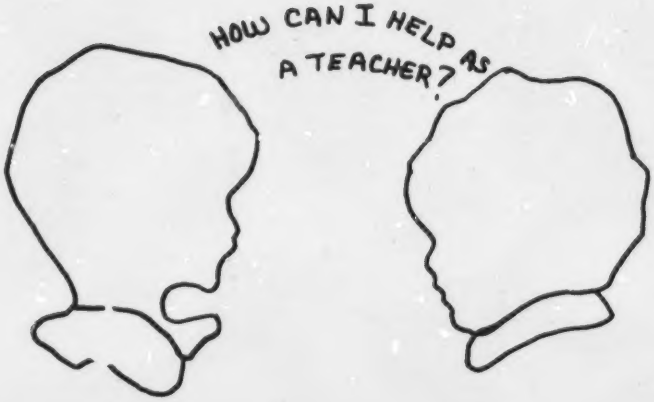
    Class remains quiet to keep the power going.
    Child selects another person to get the "black magic power"
    Play continues daily until whole class gets the power
    Trick: A black object is said right before the correct object is said. Thus, child knows to answer "No" until black object is listed - The object after the black object he knows to say yes.
    (from Reader's Digest Book)

II. Work activity into lessons.
    1. Use centers
    2. Use work stations
    3. Involve games in assignments
    4. Children keep clay at desks to work with when they need or have a break
    5. Reading
        a. Draw pictures of words and class tries to guess what the word is ("Ha-Ha-Hee-Hee -- What can it be")
        b. Use plays, puppets, etc.
        c. Use games
        d. Use projects (dioramas, poster, etc.)
    6. Math
        a. Use games
        b. Use manipulative tools
        c. Use projects (measure desks, build designs, play store, etc.)
        d. Act out story problems
    7. Between - assignment activities
        a. Games
        b. Exercises
        c. Rest time
    8. Use "Learning Commercials" (from Electric Company)

III. Plan relaxing activities after periods of mental concentration.
    1. Sing Songs
    2. Listen to record
    3. Use plays, puppet shows, etc.
    4. Use body in space exercises
    5. Use relaxation exercises (tighten muscles, then go limp)
    6. Play Black Magic or similar games (see I. number 16)

IV. Alternate activites rather than being a referee.
    1. Have class meetings and discuss behaviors
    2. Have each child tell three nice things about other person
    3. Direct blame to object rather than children (i.e. "I see something else to play with")
    4. Interrupt quarrel and begin a discussion on another topic

V. Play down tattling.
    1. Ignore
    2. Have class meetings and discuss tattling
    3. Tell children to take care of problem themselves
    4. Use unit on Fables (i.e. "Boy who cried Wolf")



Look at yourself as a teacher.

Look at the classroom environment.

Look at the child (past and present).

So often we are guilty of "hardening of the categories". We delight in making generalizations, convincing ourselves that we know exactly what to expect of students, and determining what they can and cannot do on the basis of labels and categories. So, remember that the suggestions given should be evaluated and patterned to meet the unique needs of each student.

SYMPTOM	TRY THIS
HYPERACTIVITY	
continuously in motion	carrel as a work office
overexcitable	short assignments
humming	structured assignments
tapping or touching	assignments on achievement level
	task-activity period-task routine
IMPULSIVENESS	
acts without thinking	positive discipline (firm touch)
calls out in class	remind child he'll get a turn
demands immediate attention	self-correcting center activities
interrupts	structured assignments
reacts then feels bad about it	short assignments
the class "scapegoat"	
DISTRACTIBILITY	
sensitive to exterior stimuli	carrel as a work office
short attention span	reduce stimuli around his desk
	avoid unnecessary extra supplies
	structured assignments
	short assignments
	earphones with input through a mic (speaker talks into mic & information goes into ear without outside stimuli interfering)
DISORGANIZATION	
shoelaces untied	don't "bug" him about his messes
buttons unbuttoned	provide him with organization
zipper down	chart of days activities
messy desk	papers one at a time
sloppy work	short specific directions
can't make decisions	minimize the supplies in his desk
looses supplies	require 20 pencils at first of school and as he needs one give it to him.
AGGRESSIVENESS	
hitting, tripping	keep him busy (centers, errands)
angry	don't argue with him
bully tactics	use a soft, firm voice
	pinpoint behaviors to modify (1 at a time)
	positive reinforcement

SYMPTOM	TRY THIS
WITHDRAWN	

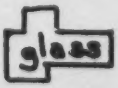
quiet
doesn't volunteer in groups
day dreams
	positive reinforcement
	praise and recognition
	  listen to story then read it
	  review before a test
	  call on him when he knows answer
	group work--1 or 2 children at first
	puppet plays
	slide-tape reports

VISUAL-MOTOR PROBLEMS **(auditory learner)**	

reversals
poor handwriting
hyperacti e
bumps into things
mouths d ing silent reading
	phonetic method of reading
	reinforce visually
	allow oral responses (tests, etc.)
	allow crutches in reading
	  book markers
	  slot type markers
	  fingers
	use taped lessons
	use Language Master
	use handwriting aids
	  oral directions to form letters
	  tactile aid--glue over letters
	  color code formation of letters
	  color code lines on paper
	  cursive--m, n, y, z teach 1st
	  a, o, d, c, g last
	choral reading
	large pring books (for poor sighted)
	rebus writing
	alternative reports
	  slide-tape shows
	  picture projects
	teach typing
	copying from board-use a carbon
	  copy of another child's work
	use graph paper to aid in spacing
	  and keeping math in columns

AUDITORY-VOCAL PROBLEMS **(visual learner)**	

speech problems
shy
1 word responses
phonetice hard for him
similar sounds confuse him
  ch--sh t--p
  g---k s--z
	sight method of reading
	reinforce with auditory
	use look-say method of word attack
	use flash cards
	minimize exterior noises
	use context clues
	use configurational clues
	use Language Master



SAMPLE

RULES FOR CHANGING BEHAVIOR

1. Deal only with what you can see.

2. Be specific in dealing with behaviors.

3. Reinforce behaviors you want to see more of;
   Don't reinforce behaviors that you don't want to see.

4. Catch them being good!

5. Don't get caught in the Criticism Trap:
   Accentuate the Positive.

6. Grandma's Rule: First you work and then you play.

7. Be specific when negotiating rules with your children.

8. All rules should have specific privileges and consequences
   which are meaningful to your child.

9. Be sure the child understands the rules, privileges, and consequences.

10. When a rule is broken, do not argue about it: concentrate on the
    behavior.

11. Be sure that you follow through on all rules, privileges, and
    consequences.

BEHAVIORS AND ATTITUDES OF ELEMENTARY STUDENTS THAT CAN BE MODIFIED

1. Place a "T" in front of each behavior and attitude that you will tolerate.
2. Place a "X" in front of each behavior and attitude that you will not tolerate.
3. Then number these behaviors and attitudes in rank order, placing the number behind each statement, according to the order in which the behavior or attitude is one you would change.

BEHAVIORS:

_____Talk-outs_____
_____Back talk Sassy_____
_____Unfinished assignments_____
_____Non-participation Will not volunteer_____
_____Work rate stays the same or even regresses_____
_____Homework is never completed_____
_____Tardy_____
_____Late in beginning tasks and projects_____
_____Will not ask for help when needed_____
_____Careless in cleaning work area or activity center_____
_____Interrupts, and talks when others are talking_____
_____Obscene language_____
_____Hyper-activity_____
_____Acting out of frustration_____
_____Inability to follow instructions_____
_____Inability to function successful academically_____
_____Handles all objects within reach--makes noises with them if possible_____
_____Cheating or copying others work_____
_____Bragging and boasting_____
_____Inability to make good use of leisure time_____
_____Kicking others_____
_____Can't keep hands to themselves_____
_____Not "hitting" the stool in bathroom_____
_____Taking what doesn't belong "stealing"_____
_____Throwing rocks_____
_____Refusing to take turns_____
_____Fighting_____
_____"Slap-dash" work_____

Behaviors and Attitudes (continued)

ATTITUDES:

_____Inability to filter out inappropriate behavior_____
_____Indifferent or Disinterested_____
_____Negative aggressiveness_____
_____Unwilling to try--Gives up quickly and easily_____
_____Non-attentive_____
_____Rebellious_____
_____Irresponsible--especially when out of supervision setting_____
_____Fear of exposure_____
_____Perfectionist in all task performance_____
_____Defiance of authority_____
_____Boredom_____
_____Poor self-concept_____
_____Lack of respect for others and property_____
_____Racial hostility_____
_____"Spoiled brat"_____
_____Defensive, hostile, and negative_____
_____"Putting down" someone else_____

REINFORCERS THAT CAN BE USED WITH ELEMENTARY STUDENTS:

1. Time 1 break or "free-choice" activity. Earning chips which could be exchanged for free time.

2. Special time with teacher or special game with teacher or friend.

3. "Reward Interest Center": drawing, manipulative materials, student-interest magazines and records, chess, checkers, marbles, cards, adult games that require logic and reasoning, reading machines, puzzles, typing, tape recorder, filmstrip projector, adding machines, Systems 80, Language master, microscope, "walkie-talkies", or activities that "turn the student on."

   Contract: So much time on the task will allow you so much time at the interest center.

4. During the year, each child has a certain amount of time for his "Special Day." Perhaps on his birthday, he has the opportunity to share special and personal interests with the class such as bringing pictures from home or hobbies and collections or telling something that is exciting to him. All attention is focused upon him.

5. Positive notes to parents.

6. Audio-visual monitor.

7. Student serves as teacher's clerk by taking messages, running errands, taking attendance, passing or collecting papers, watering plants, caring for animals, writing schedules on chalkboard, grading papers, etc.

8. Student works on or is responsible for visual aids or bulletin boards.

9. Models-working or saving for some tangible purchase that he wants.

10. Taking apart equipment -- old appliances.

11. Teach student something the others do not know such as puzzles, stories, or new skills. Allow him to share it with class.

12. Allow student to teach the class a game or new skill.

13. Allow student to sit anywhere in the class that he chooses, or have a personal study carrel "Private Property of _____."

14. Watching T.V.

15. Solicit help of parents for following through with management programs, and also for help in selecting rewards and consequences.

16. Drawing projects on transparencies for over-head projector.

17. Omission of a weekly test or "buying off" assignments with accumulated tokens.

18. Typing at typewriter.

19. Earning pieces of a model.

20. Reading the "I Know" stack of works to a classmate.

21. Graphing progress or self recording or use of stop watch.

22. Timed assignments: "Beating the Clock".

23. Tutoring session with younger students.

24. Cars and trains.

25. Commercial games.

26. Field trips.

27. Caring for animals - watching ant farm.

28. A plastic figure advanced on the steps of a ladder showing progress.

29. Additional recess or gym periods.

30. Grooming of paper dolls, combs, mirror, ribbons, etc.

31. Drawing at chalkboard.

32. Weekley display of good work on main hall - Bulletin Board.

33. Photograph taken with Principal and teacher for Main Hall bulletin board or polaroid picture of "student of the day."

34. Primary rewards:juice, coke, candy, cookies, crackers, potato chips, pencils, "grab bag", etc.

35. Beads for jewelry making, holiday projects, and leather goods.

36. Toothpick structures.

37. Shoot at difficult words or problems on a target with darts or suction cup gun.

38. Prepare puppet show.

39. Assemble large puzzle. Completed puzzle is mounted on heavy cardboard and sprayed with plastic coating.

40. Write riddles.

41. Blueprint paper, graph paper, and pencils for floor plan drawing.

42. Totem Pole construction.

43. Mural painting.

44. Teacher's assistant to run ditto or paper cutting machine.

45. Look at current mail order catalogues and Christmas catalogues.

46. Guide visitors on a tour of school building.

47. Talking time with friends.

48. Ink-stamp pictures on paper.

49. Daily grade cards, or progress reports, or positive notes to parents.

50. Crossword puzzles.

51. "Medals" for bravery or "Ask me if you need help" badge, or "Good Citizen on Desk for an hour."

52. Drawing a slip from the "Surprise Box."

53. Praise the flag; Pledge monitor.

54. Clay.

55. Grade papers.

56. Choice of seat on school bus.

57. Correct marks by all correct responses in colors other than RED.

58. Devise code with teacher or another child and send messages.

59. Select story to be read by teacher or librarian.

60. Conduct a science experiment with teacher or classmate.

61. Immediate correction of work, praise, touching, smiling, sense of humor, etc.

62. Earn a movie (in class) and a treat by saving points distributed on a systematic basis.

63. Chocolate milk or orange juice with lunch.

64. A visit from a favorite person: i.e. - counselor, nurse, policeman, principal, clown, volunteer, etc.

65. Being in charge of "Sharing Time" or "Current Events".

66. Distributing play and gym equipment.

67. Being the dispenser of token or other reinforcers to his classmates for certain behaviors such as working attentively, correct answers, neat work, quiet, in seat, polite, beginning a task quickly, making good use of leisure time, etc.

68. Captain of the team.

REMEMBER:

Do not assume that the rewards, reinforcers, and consequences that you select will have a certain effect upon the behavior it follows.

TRY AND SEE

1. Ask the student.
2. Observe his interests.
3. Observe what student does with leisure time.
4. Experiment, and change if rewards are not effective.

BEHAVIOR TICKETS

1. Behavior tickets is a means of maintaining consistency in managing an individual's behavior when the student sees more than one teacher during the day.

2. The tickets aid the regular grade teacher with a large class to positively reward a student when behaving appropriately.

3. Regular grade teachers can remind the student of poor behavior without being punitive and still reinforce good behavior.

4. Behavior tickets is a joint venture between the regular grade teacher and the resource teacher.

5. The two teachers decide together which behavior is to be mod fied in a given student.

6. Th ticket can be a small card, say 2" x 3" with the desired behavior and the student's name written or drawn on one side. The other side can be used for the date.

7. A predetermined number of tickets is issued to the student each day.

8. The student must give up one ticket each time a reminder is made of what should be done in terms of the target behavior.

9. The remaining tickets may be cashed in for a reward at the end of the day.

10. Rewards can be free time, candy, or any other appropriate reinforcement.

11. Using tickets are a behavior counting device that are built in behaviors which are easy for the regular grade teacher or student to chart.

*Behavior Tickets is from an article by Ms.Michele Britton in the Fall issue, 1975 of "Teaching Exceptional Children."

Courtesy: THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau for Handicapped Children

SELF-MEASUREMENT CHARTS

A healthy attitude for competition and ultimately a measurement of successful progress in life is achieved when the individual learns to understand the true meaning and importance of self-growth. A "self-measurement" chart can be prepared and used as a classroom activity to stimulate interest in understanding self-growth concepts. The pupil learns to evaluate himself as he progresses with his own achievement. A self-measurement chart can be teacher prepared, teacher-pupil prepared or pupil prepared. A self-measurement chart is one way of motivating a pupil into taking a special interest in his personal growth. A self-measurement chart can be used as a motivational aid on the primary, intermediate or advanced level. It should contain the necessary elements of motivation in order for it to appeal to the specific group for which it is prepared. Therefore, the teacher should include in the chart elements of action, humor and other forms of motivation. Creativity in preparing these charts with direct participation of pupils should be a definte aim of this activity.

The size and shape of self-measurement charts should be constantly varied as to insure a high degree of interest in the preparation and use by the pupil.

A self-measurement chart should be removed after it has been used and a new one prepared to replace it.

Self-measurement charts can be prepared for measuring progress in all academic subjects, in social and occupational skills of living or for any related project or activity that is performed in the program.

The chart, in its construction, should include a place for the pupil's name. When displayed in the classroom, it should be mounted on a cork wall or bulletin board, preferably at eye level and visible from all parts of the room.

Tagboard and felt pens are the best materials to use and easily available in most schools.

SAMPLES OF SELF-MEASUREMENT CHARTS

The pupil's answers in arithmetic or spelling words. The number of correct answers is scored for the appropriate day.

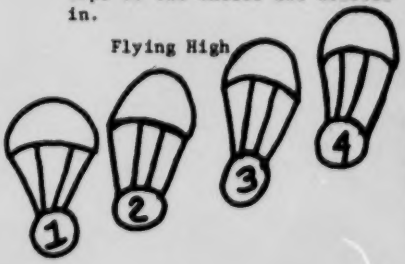
No. of words or problems.

	M	T	W	TH	F
6					
5					
4					
3					
2					
1					

Name_____

As a problem is completed correctly a marker is moved from one to two, etc. The tops of the chutes are colored in.

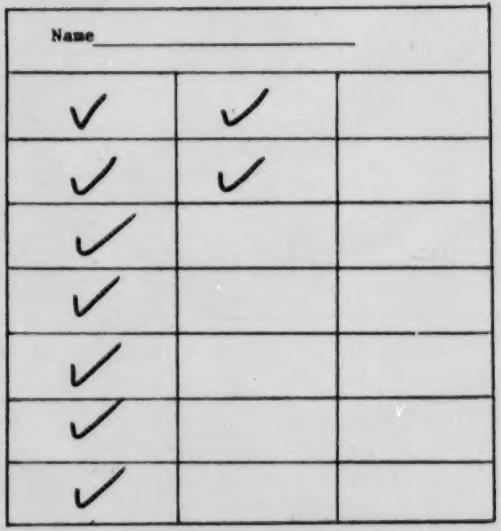
Flying High



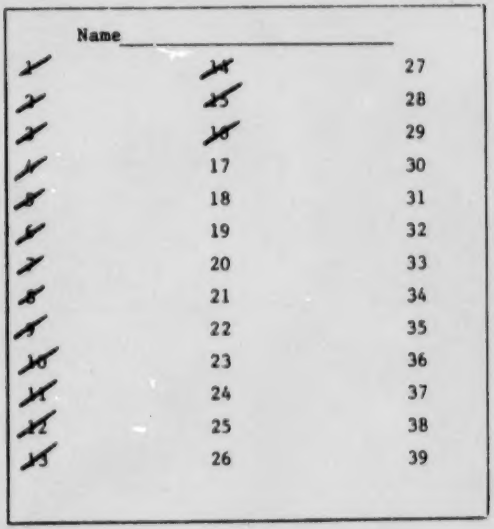
Name_____

EXAMPLES OF VARIOUS CONTRACTUAL CARD REINFORCEMENTS

CHECK CARD



NUMBER CARD



TARGET TASK CARD

Name _____

Cooperation		Completing Work		Helping Others	

STAMP BOOK

Name _____

stamp	stamp	stamp
stamp	stamp	stamp
stamp	stamp	
stamp		
stamp		
stamp		

YOU HAVE ITCHED A SHUT-OUT GAME!!!

SAMPLE

_____ has shown progress in

_____ and

_____ _____.

_____ _____

Date Coach

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

I've noticed that

_____

has really been in there pitching.

Your ability to

_____

_____

has greatly improved. Keep up the good work.

SAMPLE

_____ _____

Date Spectator

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

Good Sports are Winners even when they lose

SAMPLE

_____ good sport!!

_____

date

_____

witness

Copyright 1973 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

MAKING AN E[illegible] DID NOT PUT YOU OUT OF THE GAME!!!

SAMPLE

Three Cheers for _____.

_____

_____

witness

[illegible] EDUCATIONAL SUPPORT SYSTEMS

It would take nine lives to accomplish what you have done.

I noticed _____

Copyright 1983 INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

*The preceeding samples can be purchased directly from Innovative Educational Support Systems, P.O. Box 593, Wayne, New Jersey, 07470: Awards, Contracts, and Activity Centers are a collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate and secondary students. Phone #: (201) 696-7009.

SAMPLE HANDOUTS FOR USE IN BEHAVIOR INTERVENTIONS WORKSHOP

SECON. RY LEVEL

137

WORDS SPOKEN: APPROVAL

Words

Yes
O.K.
Charming
Brilliant
Positively!
All right
Cool
Perfect
Excellent
How beautiful
Terrific!
Marvelous!
Fabulous!
Thinking
That's right
Thank you
Good
Great
Commendable
Fine
Go ahead
Nifty
Wonderful
That's clever
Absolutely right
Wonderful job!
Swell
Exciting
Splendid
Likeable
Satisfactory
Nice
Fascinating
Delightful
Uh-huh
Yeah!
Exactly
Of Course!
Correct
Keep going
Fantastic!
Beautiful job
Pleasant
Well-mannered
Outstanding
I'm pleased

Sentences

I'm glad you're here.
You make me happy.
I think a lot of you.
Remarkably well done.
This shows a great deal of work.
Yes, I think you should continue.
I like the way you explained it.
That's so good.
It is a pleasure having you with me.
You make being your mother really fun.
Well thought out.
You're doing better.
You're doing fine.
That's very good.
I like that.
That's a prize of a job.
That shows thought.
That's good work.
You're very pleasant.
That's an excellent goal.
That's better.
You are very sincere.
That's a nice face.
That's interesting.
That's sweet of you.
Show us how.
You are improving.
You do it very well.
I'm so proud of you.
This is the best yet.

Relationships

Nice things happen to nice children.
You are worthy of my love.

I admire it when you act like that.
I appreciate your attention.

We are proud of your achievement.
You catch on very quickly.
That is very imaginative.
That will be of great benefit to our family.
That is original thought.
You've been a fine credit to your family.
That was very kind of you.
Obedience makes me happy.

Relationships (continued)

That deserves my respect.
That is clear thinking.
That was nice of you to lend her your _____.
I like that - I didn't know it could be done that way.
Let's watch him do it.

He accepts responsibility.
Show this to your father.
I'm happy your clothes are in order.

That's a good point to bring up.
I agree.
I'd like this in my own room.
Now you're really trying.
You've improved.
You're a good person.

Thinking.

You demonstrate fine ability.
You should be very proud of this.
Show me how you got such a nice _____.
Permission granted.

That's a good job - your brother can look up to you.
That was a good choice.
I know how you feel - should we continue?
Why don't you tell your father how you got the answer.

Let's put this somewhere special.
My, you have a nice attitude.
Keep working hard, (name) .
Your room appears so neat.
If at first you dont't succeed, try, try again.

WORDS WRITTEN: APPROVAL

Symbols

Bravo!	Improvement	Fine
+	Very good	O.K.
Complete	Enjoyable	Excellent
Outstanding	Superior	Perceptive
Well done	Great	Wow!
Rubber stamps	Colored pencil markings	Good Work
Correct	Good	Neato
Nicely done	Very concise	*
X	Thoughtful	100%
Very colorful	Congratulations	Yeh
Show this to your dad	For special display	A-1

Rules

In formulating rules, remember to:

1. Involve the child in making up the rules.
2. Keep the rules short and to the point.
3. Phrase rules where possible in a positive way. ("Sit quietly while eating," instead of "Don't talk and jump around at the table.")
4. Remind the child of the rules at times other than when he has misbehaved.

Rules (continued)

5. Make different sets of rules for varied activities.
6. Let children know when different rules apply (work-play).
7. Post rules in a conspicuous place and review regularly.
8. Keep the general form or notebook and record the number of times you review rules with the child.

EXPRESSIONS: APPROVAL

Facial

Looking	Smiling	Winking
Nodding	Grinning	Raising eyebrows
Forming kiss	Opening eyes	Slowly closing eyes
Laughing (happy)	Chuckling	Widening eyes
Wrinkling nose	Blinking rapidly	Giggling
Whistling	Cheering	Licking lips
Smacking lips	Pressing lips affirmatively	Rolling eyes

Bodily

Clapping hands	Raising arms	Shaking fist
Signaling O.K.	Jumping up and down	Cocking head
Skipping	Rubbing stomach	Thumbs up
Shaking head	Hugging self	Grabbing
Bouncing	Dancing	Stroking motions
Shrugging shoulders	Opening hands	Flipping head
Taking a fast breath	Expansive movement of hands	Covering head slowly, quickly
Patting with hands	Circling hand through air (encouragement to continue)	Hand/finger to face, eyebrows, eyes, nose, ears, mouth, cheek, lips, hair, forehead

CLOSENESS: APPROVAL

Nearness

Nearness concerns physical proximity and ranges from geographical separation--through noticeable contact--to embracing.

Interacting with child at playtime	Eating next to the child
Sitting on bed near child	Sitting within young child's group
Standing alongside	Lying down with child before bedtime
Gently guiding	Pausing (while transferring objects)

Touching

Hand on head
Patting head
Touching nose
Touching arm
Touching hand
Patting cheek
Retying sashes
Tying shoes
Dancing
Leaning over
Tweaking nose

Gentle pull at hair
Running fingers down person's nose

Ruffling hair
Pinching cheek
Patting back
Straightening clothes
Shaking hands
Nudging
Walking alongside
Quick squeeze
Rubbing back of neck
Touching hurt
Tickling

Guiding with hand

Touching head
Pinching chin
Patting shoulder
Hugging
Squeezing hand
Helping put on coats
Combing hair
Slugging (teenagers)
Gently raising chin
Kissing a hurt
Putting face next to child

Cupping face in hands

ACTIVITIES AND PRIVILEDGES: APPROVAL

Individual

Leading family groups

Straightening up for your mother
Running errands
Choosing activities

Sharing a story

Constructing toy material

Reading a story
Exempting a duty
Answering questions
Making gifts
Writing letters

Decorating room
Presenting hobby to rest of family

Displaying child's creative work or award.
Putting away materials
Caring for special pets, flowers, etc.
Collection materials (papers, workbooks, assign. etc)
Dusting, cleaning, arranging furniture etc.
Helping other children (drinking, lavatory, cleaning)
Working problems out with you
Outside play supervising
Leading family discussions
Recognizing birthdays
Responsibility for on-going activities (pets, plants, room)

Social

Movies
Teams

Clubs
Musical groups

THINGS: APPROVAL

Materials

Books-appropriate level
Book Markers
Paints
Flowers
Pictures
Counting beads
Cards
Kites
Striped straws
Jump ropes
Wind-up toys

Marbles
Lego
Beads

Play money
Telephones
Silly Putty

Blocks
Pounding blocks
Tops
Fire engines
Trains & equipment
Racing cars

Steam shovels
Doll furniture

Buggies

Stroller

Food mixes
Dishes
Money (exchangeable token)
Purses
Costumes

Popcorn maker

Pets
Coloring books
Pencils with names
Buttons
Colored paper
Games
Stars
Balloons
Windmills
Musical toys
Hand puppets

Building blocks
See N'Say toys
Gum ball machine

Bands
Silly Sand
Play Dough

Jack 'n Box
Doctor kits
Tool bench and tools
Yo-yo
Bean bags
Trucks

Doll houses
Talking dolls

Kaleidoscopes

Comic books

Utensil sets
Stamps
Cleaning sets (carpet sweepers, brooms, etc.)
Jumping beans
Cash register

Electric football, baseball, basketball, hockey

Bookcovers
Crayons
Chalk
Pins
Pets
Stuffed animals
Chips
Jacks
Miniature animals
Farm set and farm animals
Plastic toys (Indians, animals, soldiers, etc.)
Lincoln logs
Balls
Sand toys (bucket, shovel, etc.)
Peg board and peg towns
Pick-up sticks
Bath toys (boats, rubber ducks, etc.)
Nurse kits
Tinker toys
Boats
Cars and gas stations
Tractors
Doll and equipment (bottles, clothes, etc)
Flashlight
Kitchen equipment (play stove, sink, refrigerator)
Household items (pots, coffee can, paper rolls, cardboard boxes, etc.)
Play furniture (table, chairs, etc.)
Umbrellas
Ice cream maker
Cotton Candy Maker

Cowboy dolls and equipment
Model kits (cars, planes, ships, etc.)
Pinball machine

Materials (continued)

Switchboard
Knights, castles, and equipment
Bicycle
Rocking horse
Bug houses
Nicknacks
Typewriter
Walkie-talkie
Calendars
Desk organizers (notebooks, pencils, etc.)
Stapler
Address books
Radios
Vanity sets
Perfume
Bubble bath
Hair ribbons

Belts
Collections (coin rocks, glass, leaves, stamps, etc.

Microscope

Science set
Frog dissection kit
Chemistry set
Slide preparing kit
Geologist's kit
Biological kit
Radio kit
Computer kit
Electric builder kit
Rock identification kit
Magnetic kit
Body kits (man, woman, heart, head, skeleton, eye, ear, etc.)
Baseball equipment

Tricycle
Bird Houses

Suitcases
Sewing machine
Playing cards
Records
Musical instruments
Cameras and equipment
Label maker
Autobraph book

Pencils
Tape recorders
Jewelry
Bath powder
Hats and clothes
Hair barrels
Jewelry boxes

World globe
View master

Telescope

Erector kits

Creative crafts kits
Origami (paperfolding)
Wood burning
Hand bag decorating
Embroidery

Music boxes
Ant houses

Wall decorations
Sewing boxes
Record player
Stationery
Bulletin board
Photo album
Pencil sharpener
Date book

Pens
Watches
Masks and wax disguises
Bath oil
Makeup
Hairdryers
Puzzles (jigsaw, trauma, tower, dice cube, wooden cube, solitaire, pyramid, mad maze, three dimensional, etc.)

Trains
Art sets
Oils
Watercolors
Pastels
Chalk
Colored pencils
Bowling equipment (ball, shoes, etc.

Swimming equipment (fins, face mask, etc.)

Materials (continued)

Decoupage
Wall decorations
Marquetry
Mosaics
Pillow
Clay
Yarn
Ceramics
Beads
Leather
Colored pipe cleaners
Cloth
Rock polishing
Papier-mache
Wood
Felt
Tile
Glass
Paper

Skiing equipment
Roller skates
Sleigh
Swing
Slide
Striking bag
Horse shoe set
Badminton set
Darts
Camping equipment (sleeping bag, lantern, stove, etc.)
Fishing equipment (rod, reel, etc.)
Books-appropriate level
Kickball
Golf equipment (clubs, balls, etc.)
Ping pong equipment
Pool table
Football equipment
Tennis equipment
Ice skates
Scuba diving equipment
Toboggan
Swing sets
Boxing gloves
Body building equipment
Croquet set
Tackraw
Tether ball
Pets
Money

Food

Jaw breakers
Lemonade
Ice cream
Apples
Candy kisses
Life savers
Animal crackers
Marshmallows
Lollipops
Potato chips
Chocolate creams
Popcorn
Cookies
Crackers
Fruit
Lemon drops
Soft drinks
Gum
Popsicles
Cake
Peanuts
Sugar-coated cereals
Raisins
Crackers
Candy corn
Milk
Juices
Candy bars

WORDS SPOKEN: DISAPPROVAL

This list includes naggings, sarcasms, bitternesses, dishonesties, and other ineffectual responses whose angry delivery generally domonstrates that the parent, not the child, has the problem.

Impractical.
Try to understand.
Unclear explanation.

Stop talking.
Pay attention.
Stupid.
Think for a change.
Be quiet and sit down.

Would you like to get spanked?
Bad.
Try harder.
Incorrect.
Undesirable.
That's not clear.
That's terrible.
Quit making messes.

That's not mature.

Grow up!

Horrible.
Shh!
Maddening.

I'll have no more from you.
Shut up!

Finish it now.

I'll slap you silly.

You march straight to your room.
You couldn't have done it worse.
That's ugly.

You're a laughingstock.
That's cheap.
Don't be crabby with me.
Don't laugh at me.

Be prompt.
Do your homework.
You're slow.

Behave.
Don't.
Be still.
Use some thought.
You're gutless.

That's ridiculous.

Meaningless.
Nonsense.
Unsatisfactory.
Wrong.
You should be ashamed.
I dislike that.
What is this?

Let's throw this away.

Haven't you learned how to do it yet?
Absolutely not!
Stop.
Be quiet.

Apologize now.

I'll show you who's boss.
Look for your clothes.

You lack interest and motivation.
I do not like this.

I'm not telling you again.
It's hopeless for you.

You're worthless.
You're disgusting.
Cut it out.
You naughty boy.

Work faster.
Do your best.
Don't you want to do things right?
It can't be that difficult.
Wrong.
Follow directions.
No, that's not what I said.
You don't understand because you don't listen!
Absurd.

Too vague.
That's not right.
Poor.
Useless.
Don't be silly.
Is this something?
I can't understand anything you do.
You're not doing as well as you have done.
Listen to me.

Stop that laughing.
Sloppy.
One more time and you'll get it.
No talking.

Leave her alone.

I'll give you something to cry about.
I will not repeat it.

You're dull.

You idiot.

Why are you such a "fraidy cat"?
You're rude.
You little monster.
You're dumb.
Mock me and you won't hear the end of it.

WORDS SPOKEN: DISAPPROVAL (cont.)

You're filthy.
That's narrow-minded.
Simple Simon.
That work isn't acceptable.
Stand up straight when you talk to me.
You'd better get on the stick.
You must be confused.
You do this work over.
Don't cause problems.
Well, we'll never do this again.
You're bad.
Poor stupid oaf.
You're wrong all the time.
Impertinent.
You're not thinking.
I guess I shouldn't expect any more from you.
You know that's wrong.
People never change.
That's childish.
No! No!! No!!!
What do you mean you're not finished?
Anyone else!
So you're doing it again!
I don't see your point.
You know better than that.
You're never dependable.
If you had a brain in your head, you would not say that.
Wrong again.
You don't know anything.
You're not thinking.
You haven't been paying attention.
You're just plain boring.
Stupid nonsense.
You haven't applied yourself at all.
Just try that once more.
Learn that!
Speak when you're spoken to!
Smart Alec.
You know what happened the last time you did that.
Play fair.
That wasn't the right thing to do.
Do it!
You think you're the only one here?
You're doomed to failure.
You make me sick.
You haven't been paying attention.
Wipe that silly grin off your face.
You have a dirty mind.
You'd better try harder.

EXPRESSIONS: DISAPPROVAL

Frowning
Wrinkling forehead
Looking at ceiling
Wrinkling nose
Lowering eyebrows
Shaking head
Squinting eyes
Twisting side of mouth
Looking sideways
Turning head away
Pushing mouth to one side
Hissing
Nodding head (no)
Tightening jaw
Staring
Lifting eyebrows
Puckering lips
Smirking
Laughing
Wrinkling mouth
Gritting teeth
Squinting eyebrows
Snickering
Clicking tongue
Raising lips
Putting hand behind ear
Sniffing
Pulling in bottom lip
Curling lip
Nose in air
Furrowing brows
Pounding fists on table
Shaking finger or fist
Turning away
Biting lips
Cackling
Closing eyes
Letting out breath
Pointing finger
Fingers in front of lips
Showing teeth
Sticking out tongue

CLOSENESS: DISAPPROVAL

Closeness disapproval concerns corporal punishment and ranges from threatening approaches--through spanking--to severe physical beatings.

ACTIVITIES AND PRIVILEGES: DISAPPROVAL

Disapproval concerning activities and priviledges constitutes various degrees of deprivation. Deprivation ranges from withholding of priviledges --through isolation--to social incarceration.

Isolation (time-out)	Ostracism	Silence periods
Sitting in corner	Staying after meals	Eating alone
Pointing out bad examples	Writing misbehaviors	Writing letters of apology
Leaving family room	Extra work	Staying in from play
Being last to leave	Away from friends	Apologizing to neighbors
Doing extra work		

THINGS: DISAPPROVAL

Concerning things, disapproval refers to inanimate materials that are damaging to the body: (1) intense noises (ear damages), (2) heat (fires and stoves), (3)chemical (poisons), and (4) objects in motion (knives, cars, bullets, radiation). Obviously none of these should ever be used by the parents.

Notes taken from Dr. Donald Humsacker's lecture on "Behavior Intervention and Assessment". Spring 1976.

147

Some Remediation Techniques that May Be Helpful to the Teacher

1. Be firm and consistent but with empathy.

2. Provide a regular structured routine. The structure should be free from frustration, reasonably flexible, and set up with clear-cut rules and procedures.

3. Insist that the child complete a task, being certain that it is on his ability level and that he understands the directions.

4. Do not give a series of directions. Break them into short parts, and give one part at a time.

5. Do not let the child evade, avoid, or put aside his assignment by such actions as continuous talking, acting, etc.; these are his subtle attempts to manipulate the environment to his own purpose.

6. Give short assignments, and alternate his work sessions with breaks of a different kind of activity. Avoid unnecessary directions or explanations.

7. To help the child focus his attention, start an activity or an explanation with statements such as "this is important" or "this is new."

8. Do not ask the child, "Would you like to this now?" Instead say, "This is what we are going to do now."

9. In order to avoid his distractible behavior, guide his eyes and attention repeatedly to help the task be done. Sit or stand close to the child when it is necessary to help him keep himself in control.

10. If a child becomes frustrated with work at a given level, move to a lower level but return to the more difficult as rapidly as possible.

11. To help him organize, remove unnecessary materials from his desk.

12. Sometimes a private office can be provided by facing his desk to the wall or in a corner, in order to help him concentrate on important work. This is not to punish him but to free him from any distractions.

13. Select and organize his learning materials so that he can complete them independently and thus help to increase his attention span.

14. Use color cues, for example, to provide carefully calculated starting and ending points to help him establish himself with reference to the task.

15. Workbook sheets should be presented individually as separate pages with unessential details cut away; or cut the pages into sections and rearrange in simpler form.

16. Use the sense modality in which the child is stronger, but correlate with his weaker modality. Such as, if he excels in auditory perception, begin with this modality but gradually increase the visual direction while decreasing auditory clues.

17. Let him know that you accept him as a person.

18. To secure understanding, give approval or disapproval as near as possible to the time of the act for which it is intended.

19. Give subtle rewards for achievement, such as a smile of pleasure pointing out that he has accomplished his goal.

20. If he is perseverating, shift to another subject or activity, later returning to the original task with a slightly different approach.

21. Keep his periods of listening to others short, if his attention and interest wander. Give him another activity to do after he has listened to several reports.

22. He must know that you accept him as a person, although you cannot condone wrong action.

23. Stay close to him in large areas or confusing situations, that is--- fire drills and assemblies.

24. Set up a system of inconspicuous prearranged signals to help him inhibit himself; for example, touch his arm when he is to stop laughing.

25. Frequently review class rules and routines with him.

26. If the child is hostile, don't have him face the wall. He may not trust having his back to you and the class. Also, warn him you are coming near him by calling his name or walking with loud footsteps. This will prepare him for your entering his private world.

TECHNIQUES FOR USE WITH STUDENTS WITH LEARNING PROBLEMS IN THE REGULAR SECONDARY CLASSROOM.

English

In Literature,

1. Try listening to taped or recorded stories along with following the text.

2. Use a small group of class members to be the readers (by parts of sections to the rest of the class) Reader's Theatre type only in class.

3. Pair readers for reading assignments over the heads of some of the sudents - put a good or average reader with a poor reader.

4. Have the teacher or an excellent reader read orally to the class and let students follow along in the text.

5. Use comic books, student or simplified (versions) synopses, or films and filmstrips with classics to let poorer readers be-a-part of the class.

6. For severe reading problems or blind youngsters, obtain the Talking Books for the Blind.

7. If parents are cooperative, try to enlist a family member to read to his youngsters with a reading problem.

8. Utilize tutors outside of class - volunteers from school, community, senior citizens, etc.

9. Review lessons frequently to build the sequence for students having some difficulty following the story line.

Math

Many of the math problems with these youngsters are fear or awe of too much, or lack of organization in how to attack the material. To help,

1. Assign fewer problems. If pressure from other students, assign all students varying amounts of work (alternate problems, 1-15, another group 15-30, etc. random numbered problems, etc.)

Techniques (cont.)

2. Have students fold paper into lines, quarters, or half and just work what they see until that is complete.

3. Use a tutor who prepares a sheet with wider spacing and fewer problems per page.

4. Student works problem out, writes it down, then uses calculator to check work. If didn't get right, asks for help on problem. Emphasis is on process because know calculator will give correct answer - also motivating.

5. Students often can tell us what kind of day she/he is having if we'll just ask. Try when giving an assignment or sheet of problems, have the student write at the top before she/he starts, how many can be done correctly. Then let the student work them, correct them and see if she/he met their goal. Proceed to greater number gradually.

6. In story problems, often related to confusion in reading, have the student read the problem and underline key words and phrases. Then proceed with what type of problem it is, etc. or have someone read it to the person having reading problems.

7. If problems are mixed up, addition, subtraction, etc. on one page, point this out by underlining, circling, or using yellow marker, etc. on the sign to <u>forewarn</u> pupils. Then fade clues gradually.

8. Set up a system (check list, if you will) of how to attack a math problem, e.g. first decide if addition, subtraction, then post a chart up for the students to refer to.

Reading/Study Skills

1. Always introduce new words, go over their dictionary meanings and meanings of how the word is related to what they will be reading.

2. Review words occasionally, don't expect to show them once and they'll have it.

3. Determine the reading level of your text, using the Fry and Fog index, and if it's too high for some of your students - assign portions of assignments, reading parts, or something which is within their reading level. <u>Never expect a student</u> to read and comprehend something very much above his reading level.

4. Guide student's reading with meaningful questions.

Techniques (cont.)

5. Teach the SQ3R method as a study technique.
   S - scan or survey the section to be read.
   Q - turn all bold face type into questions, ask that question then.
   R - read that passage, continue this until the end of the section or chapter answering the question at the end of that section.
   R - review what you've read, use the questions at the end of the passage and review the chapter by
   R - reciting them out loud and reciting the answers.

   (If no questions at the end, make up your own from the bold type and recite the answers to those for your review.)

6. Another idea is to take a sheet of paper and before reading or studying, write down everything on your mind - even dirty words and place that at the end of what you need to study, then study. It clears your mind for studying/reading.

7. Use problem readers as tutors to younger children. Often problems in reading lie in lack of reading skills rather than anything more serious.

Reports

To allow for some individual differences,

1. let some students do oral reports - this can be done face-to-face;

2. one person to others in a small group with each student rating the speaker to a checklist (need to caution that the checklist is fully understood);

3. let groups discuss topics and select a reporter to feed back to the large groups;

4. let a student tape an oral report (may or may not require a brief written outline);

5. submit written reports; allow for variations such as illustrations with the report; or a series of illustrations with captions which can be substituted for a written report.

6. write or prepare a report for a younger group of children and go to their class at prearranged time to give it. Keeps reading level low and removes the threat of reporting to one's peers.

Techniques (cont.)

Science

1. Use of lab work with a mixture of students who have varying abilities.

2. Making science a living thing rather than emphasis on textbook material. Take science out of the classroom.

3. See suggestions under other categories also.

Social Sciences

See literature for some suggestions.

1. Obtain a variety of books covering the various topics that are being studied and individualize poorer readers' assignments to something within their reading ability.

2. Extend the study of social science topics into a reader, e.g., if you are studying geography instead of the wall map, build a topographical relief map in the classroom (use more talented students to read and help translate to students having difficulty).

3. Utilize films and filmstrips about areas in an unusual way, e.g., instead of showing a filmstrip and cassette as traditionally used, select certain frames of the tape for common study and discuss them. Using a filmstrip on climate, look at the roofs of the different types of buildings, or plant life, or soil and try to guess about the climate and the type of people living there, etc.

4. Extend the social sciences into the communities - relate history to old folks in the area who have community history to tell; in studying World Wars or Korean and Vietnamese Wars, bring in community members who can relate the war (both at home and abroad).

5. Make social sciences as realistic as possible, if studying old west, obtain a collection of antiques or artifacts to bring in, or art work, home crafts, etc. and use as a point of discussion rather than always using written material. Try to emphasize how people lived, their ways of having fun, the type of work they did, etc., through discussion, outside speakers, interviews with grandparents and other elderly people.

Techniques (cont.)

6. Use Foxfire approach. When using interviews, you may find it requires a lot of organizational skills and academics in questioning interviewer, but if taped, not a lot of reading.

Tests/Evaluations

1. Avoid T-F tests. They emphasize reading and trick reading at that.

2. If possible, change the emphasis in your teaching on learning rather than testing. If a student can do work in class but freezes on tests, find more informal ways to get an accurate assessment of the student's knowledge.

3. Test what's important and teach what is important. Trivia is not the real meaning of education and especially not for students with learning problems.

4. Try not to test too much material at one time. This tends to "overlaod the circuits". So, shorter, more frequent tests are better than infrequent lenghty exams.

5. Teach and test what your objectives say you'll teach and test. A straightforward, no curves approach will be much easier for the students with learning problems to cope with.

6. Curb any appetite for pop quizzes as a punishment to make students study. Rather, if you want quizzes, use them with warning and as a means of diagnosing how your students are learning and you are teaching.

7. If you've presented something new or something difficult, get the students' reaction of whether they understood by asking a few simple questions. Have students respond to a few basic questions on the "feeling wheel".

8. Use a pictoral test for a change.

9. Have the student interview with you if you don't know what she/he knows. Grading and evaluation should be open, not a surprise. Try to test according to individuals' ability.

Techniques (cont.)

10. Give students test orally if they need that type of assistance. This can be done with a resource room teacher, a volunteer or any other available adult. You can use student assistance, but select carefully and not a peer. Consider the delicate position of the student assistant in the testing matter.

11. Tape a test and have a student use a headset in the classroom or just the tape recorder in another room. Responses can either be written or given orally with enough time allowed on the tape.

    Remember, if you've been expecting a student to read assignments above his/her reading level with no assistance, a test given using even some of these techniques will probably not yield anything until accomodations are made throughout total instructional program.

General

1. When working on outlining instead of 2 or 3 pages of a chapter, have the student outline only the 2 or 3 paragraphs which are most difficult for him.

2. Spelling techniques differ widely from writing the word misspelled lots of times to writing it spelled correctly lots of times. In spelling, generally the student is lacking in good memory skills. The extra practice is necessary, but shorten the list of words. Then have students really concentrate on that shorter list. Let them practice both oral and written spelling to see which way they can learn it. They'll do it anyway.

3. Correct grammar is a real toughie if the students are accustomed to learning poor grammar. A couple of things which are a caution: don't try to work on too many changes at one time. Maybe seen-saw, gone-went, are big problems. Work on just that much for a week. Don't keep it a secret that you're working on it. Let other students, teachers and parents know. Work on it with the whole class. Not just one student.

    I have seen this work that the teacher puts a token (or a penny) in the box each time a student uses a word correctly and the student puts in a penny when he or she uses the word incorrectly.

Techniques (cont.)

4. Use grammar in games for additional practice.

5. Use spelling and grammar rules. When easily understood and taken gradually, it allows for lots of practice on each rule. Skimming over rules offers more confusion than foundation.

6. Try making contracts with students who are having problems for the work to be done for your class. A contract implies input from both parties. A fair contract doesn't mean that the teacher demands something, and the student delivers for some type of reward. (Be willing to hear the student's side of the issue also.)

Be patient, understanding nearly Godly but greatest of all, be a human.

Remember that book is a tool of the curriculum, not the entire curriculum.

Presentation by:

Dr. Sandra K. Boland
Instructor
Greeley, Colorado
S.W.A.L.C. Conference
Keystone, Colorado, Summer 1975

ALTERNATIVES FOR THE P/C ADOLESCENT

1. Students with memory problems could benefit by revisualising or reauditorising a task before starting it.

2. The less note taking and reliance on memory, the more likely the student with minimal disabilities is to succeed. Therefore, you could:

   a. Prepare written instructions for homework, including page numbers, required questions, date due, etc.

   b. Distribute exam study sheets including the date of the exam.

   c. Tape your lectures and make them available in the library for students who want to listen to them again.

   d. Mimeograph outlines of your lectures for students to follow and fill in while you're talking.

3. Reduce the amount of written work required of students with language or motor problems. To justify this, consider that less quantity for this student represents as much work as more quantity for a student without disabilities. Instead of written work, substitute:

   a. oral reports
   b. conferences with the instructor
   c. a taped report
   d. a slide and tape show
   e. a photographic essay
   f. etc., be creative!

4. When looking at written work, try to differentiate between poor spelling, poor handwriting, and poor content.

5. If you are interested in the student's spelling errors on written work, list them on the back of the paper, or on a separate sheet of paper. The student's paper is much less rejecting and the student will be more likely to turn in the next assignment.

6. To correct spelling errors, have student practice words by writing them and spelling them aloud. Sometimes it is helpful if the student familiarizes himself with the shape of the word by outlining it.
For example:

7. Avoid presenting too much material, too fast. The student may just give up.

8. Instead of giving a series of directions, try breaking them into short parts.

9. You can help a student focus his attention by saying things like, "This is new...This will be needed for..."

10. The EH type student will profit more from what is said if he is asked to listen to others for short periods of time, only.

11. You can help a student to structure himself by telling him what will be covered in class today, this semester. Then review where you've been.

12. Students with learning problems will also need help in structuring assignments for themselves. Initially, limit the number of choices (freedom) until the student learns to handle it.

13. The multiplication tables can be a useful reference which will enable students with memory problems to progress to more complex math operations.

14. Using graph paper for math helps to keep the figures in the correct columns.

15. To help correct spacing and letter size problems, try using graph paper for written work, too.

16. Other aids in handwriting are: building up the size of the pencil or pen with a rubber band and using a fine tip felt pen to increase letter size.

17. Creative writing could include "writing" on a tape recorder. This would bypass some of the skill areas where the student might be weak (spelling, handwriting, punctuation, etc.) to concentrate on content and organization.

18. Idioms may be a problem because the student often attempts to interpret them literally.

19. New vocabulary can be a stumbling block. It would be useful to introduce the vocabulary before the reading assignment. A running list of unfamiliar vocabulary could be kept on a piece of butcher paper.

20. Whenever possible, students should see an enactment (play, TV program or movie) to reinforce the material about which they are reading.

21. Tutoring younger students and teaching their peers is a terrific ego boost, generally, and a good way to motivate the student to learn the material. (Many high schools do run tutoring programs for elementary school children.)

22. Many PC students can't tolerate unstructured situations, noise, pressure, competition, deadlines--meaning there may be problems with tests, field trips, "free" days, etc.

23. Group discussion can be an area where a minimally handicapped studen really succeeds or it can be a very threatening situation. To alleviate the threat, a large group can break down into pairs to discuss an issue. Then one member of the pair can summarize the discussion for a larger sub-group or the total classroom.

24. A study skills center in the classroom or for the whole school can be very useful. Perhaps this could be staffed by library personnel, reading or PC personnel. Important skills would be note taking and summarization. Students might be released from class time to go to the skills center. This would release the teacher to work with average and above average students.

BEHAVIOR TICKETS

1. Behavior tickets is a means of maintaining consistency in managing an individual's behavior when the student sees more than one teacher during the day.

2. The tickets aid the regular grade teacher with a large class, to positively reward a student when behaving appropriately.

3. Regular grade teachers can remind the student of poor behavior without being punitive and still reinforce good behavior.

4. Behavior tickets is a joint venture between the regular grade teacher and the resource teacher.

5. The two teachers decide together which behavior is to be modified in a given student.

6. The ticket can be a small card, say 2" x 3" with the desired behavior and the student's name written or drawn on one side. The other side can be used for the date.

7. A predetermined number of tickets is issued to the student each day.

8. The student must give up one ticket each time a reminder is made of what should be done in terms of the target behavior.

9. The remaining tickets may be cashed in for a reward at the end of the day.

10. Rewards can be free time, candy or any other appropriate reinforcement.

11. Using tickets as a behavior counting device that is a built in check for behaviors which are easy for the regular grade teacher or student to chart.

*Behavior Tickets is from an article by Ms.Michele Britton in the Fall Issue, 1975 of "Teaching Exceptional Children."

Courtesy: THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau for Handicapped Children

SELF-MEASUREMENT CHARTS

A healthy attitude for competition and ultimately a measurement of successful progress in life is achieved when the individual learns to understand the true meaning and importance of self-growth. A "self-measurement"chart can be prepared and used as a classroom activity to stimulate interest in understanding self-growth concepts. The pupil learns to evaluate himself as he progresses with his own achievement. A self-measurement chart can be teacher prepared, teacher-pupil prepared or pupil prepared. A self-measurement chart is one way of motivating a pupil into taking a special interest in his personal growth. A self-measurement chart can be used as a motivational aid on the primary, intermediate or advanced level. It should contain the necessary elements of motivation in order for it to appeal to the specific group for which it is prepared. Therefore, the teacher should include in the chart elements of action, humor and other forms of motivation. Creativity in preparing these charts with direct participation of pupils should be a definite aim of this activity.

The size and shape of self-measurement charts should be constantly varied as to insure a high degree of interest in the preparation and use by the pupil.

A self-measurement chart should be removed after it has been used and a new one prepared to replace it.

Self-measurement charts can be prepared for measuring progress in all academic subjects, in social and occupational skills of living or for any related project or activity that is performed in the program.

The chart, in its construction, should include a place for the pupil's name. When displayed in the classroom, it should be mounted on a cork wall of bulletin board, preferably at eye level and visible from all parts of the room.

Tagboard and felt pens are the best materials to use and easily available in most schools.

SAMPLES OF SELF-MEASUREMENT CHARTS

The pupil's answers in arithmetic or spelling words. The number of correct answers is scored for the appropriate day.

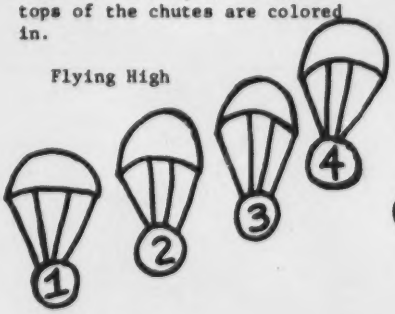
No. of words or problems.

	M	T	W	TH	F
6					
5					
4					
3					
2					
1					

Name_____

As a problem is completed correctly a marker is moved from one to two, etc. The tops of the chutes are colored in.

Flying High



Name_____

SAMPLE

RULES FOR CHANGING BEHAVIOR

1. Deal only with what you can see.

2. Be specific in dealing with behaviors.

3. Reinforce behaviors you want to see more of;
   Don't reinforce behaviors that you don't want to see.

4. Catch them being good!

5. Don't get caught in the Criticism Trap;
   Accentuate the Positive.

6. Grandma's Rule: First you work and then you play.

7. Be specific when negotiating rules with your children.

8. All rules should have specific priviledges and consequences
   which are meaningful to your child.

9. Be sure the child understands the rules, privileges, and consequences.

10. When a rule is broken, do not argue about it: concentrate on the
    behavior.

11. Be sure that you follow through on all rules, privileges, and
    consequences.

BEHAVIORS AND ATTITUDES OF SECONDARY STUDENTS THAT CAN BE MODIFIED

1. Place a "T" in front of each behavior and attitude that you will tolerate.
2. Place a "X" in front of each behavior and attitude that you will not tolerate.
3. Then number these behaviors and attitudes in rank order, placing the number behind each statement, according to the order in which the behavior or attitude is one you would change.

BEHAVIORS:

_____Talk-outs _____
_____Passing notes____
_____Back talk Sassy_____
_____Throwing spitballs_____
_____Truancy_____
_____Unfinished assignments_____
_____Non-participation Will not volunteer_____
_____Work rate stays the same or even regresses_____
_____Homework is never completed_____
_____Tardy_____
_____Late in beginning tasks and projects_____
_____Late in selecting projects or deciding upon one_____
_____Will not ask for help when needed____
_____Careless in cleaning work area or activity center_____
_____Interrupts, and talks when others are talking____
_____Obscene language_____
_____Habitual excuse-making_____
_____Hyper-activity_____
_____Acting out of frustration_____
_____Inability to follow instructions_____
_____Inability to function successfully academically_____
_____Handles all objects within reach--makes noises with them if possible_____
_____Cheating or copying others' work_____
_____Bragging/boasting_____

ATTITUDES:

_____Indifferent or disinterested_____
_____Negative aggressiveness_____
_____Unwilling to try --gives up quickly and easily____
_____Non-attentive_____
_____Rebellious_____
_____Irresponsible--especially when out of supervision setting_____
_____Fear of exposure_____
_____Perfectionist in all task performance_____
_____Defiance of authority_____
_____Boredom_____
_____Poor self-concept_____
_____Lack of respect for others and property_____
_____Racial hostility_____
_____"Spoiled brat"_____
_____Defensive, hostile, and negative_____
_____"Putting down" someone else_____

REINFORCERS THAT CAN BE USED WITH SECONDARY STUDENTS

1. Timed break or "free-choice" activity.

2. Special time with teacher or special game with teacher or friend.

3. "Reward Interest Center": drawing, manipulative materials, student-interest magazines and records, chess, checkers, marbles, cards, adult games that require logic and reasoning, reading machines, puzzles, typing, tape recorder, filmstrip projector, or activities that "turn the student on."

   Contract: So much time on the task will allow you so much time at the interest center.

4. During the year, each child has a certain amount of time for his "Special Day." Perhaps on his birthday, he has the opportunity to share special and personal interests with the class such as bringing pictures from home or hobbies and collections or telling something that is exciting to him. All attention is focused on him.

5. Positive note to parents.

6. Audio-visual monitor.

7. Student makes his own filmstrips or tapes and shares with class.

8. Allow student to choose his own "Time-Outs" when he feels the need for them..."Time-Outs" are timed and reasonable. Good for hyperactivity and restlessness.

9. Student works in small structural groups with friends.

10. Student serves as teacher's clerk by taking messages, running errands, taking attendance, passing or collecting papers, watering plants, caring for animals, writing schedules on chalkboard, grading papers, etc.

11. Student works on or is responsible for visual aids or bulletin boards.

12. Student charts classroom's positive behaviors.

13. Field trips (group or individual).

14. Activities--things that the student wants to do or places he wants to go.

15. Models-working or saving for some tangible purchase that he wants. Points, stars, grades, or tokens can be exchanged for something desirable.

16. Knitting, or small crafts and sewing projects.

17. Student helps another student, or school secretary, or lay assistant, or with large bulk paper projects--stapling, sealing envelopes, folding, organizing, lettering, stamping, etc.

18. Individual and alternative projects for class assignments: skits, displays, posters, picture folders, etc.

19. Allow student to do independent work assignments in any order desired.

20. Allow student to make some choices in class activities or contract assignments.

21. Allow student to observe in another class of his choice.

22. Taking apart equipment -- old appliances.

23. Teach student something the others do not know such as puzzles, stories or new skills. Allow him to share it with the class.

24. Allow student to teach the class a game or new skill.

25. Allow student to sit anywhere in the class that he chooses.

26. Set up a time and place within the school environment for him to be alone.

27. Early dismissal.

28. Watching T.V.

29. Solicit help of parents for following through with management programs, and also for help in selecting rewards and consequences.

REMEMBER:

Do not assume that the rewards, reinforcers, and consequences that you select will have a certain effect upon the behavior it follows.

TRY AND SEE

1. Ask the student
2. Observe his interests
3. Observe what student does with leisure time
4. Experiment, and change if rewards are not effective.

30. Drawing projects on transparencies for over-heard projector.

31. Omission of a weekly test in exchange for increased work production.

32. Work for wages on in-school training.

33. Graphing progress or self recording or use of stopwatch.

34. Timed assignments: "Beating the Clock".

35. Tutoring session with younger student.

36. Weekly display of good work on main hall - bulletin board.

37. Photograph taken with Principal and teacher for main hall - bulletin board.

38. Beads for jewelry making, holiday projects and leather goods.

39. Tooth-pick stuctures.

40. Shoot at difficult words or problems on a target with darts or suction cup gun.

41. Write and stage T.V. commercials.

42. Assemble large puzzle. Completed puzzle is mounted on heavy cardboard and sprayed with plastic coating.

43. Write riddles.

44. Blue print paper, graph paper and pencils for floor plan drawing.

45. Totem pole construction.

46. Mural painting.

47. Teacher's assistant to run ditto machine or use cutting machine.

48. Look at current mail order and department store catalogue.

49. Guide visitors - on a tour of the school building.

50. Daily grade cards or progress reports to parents. Student can make his own according to contract agreement.

51. Crossword puzzles.

52. Grade papers.

53. Earn a movie (in class) and treats by saving points distributed on a systematic basis.

54. Visit from favorite person outside of school personnel.

RIGHT ON TARGET!

THIS IS TO CERTIFY THAT _____

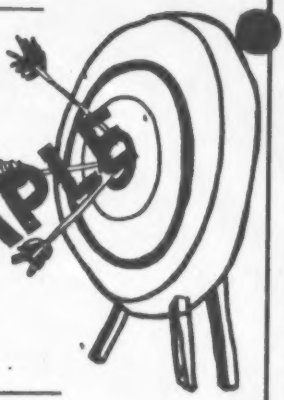
IS A GOOD SHOT.

SAMPLE

SHE HAS SUCCESSFULLY ACHIEVED HER GOAL

AND MET HER DEADLINE.

SAMPLE



Date _____ Signature _____

Copyright 1975 I.C.S.S., Inc.

SAMPLE HEADLINES...

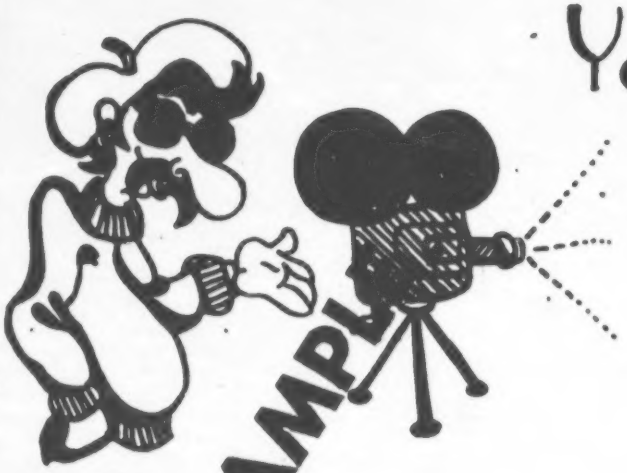
SAMPLE

READ ALL ABOUT IT. _____ HAS MADE THE HEADLINES

BY SUCCESSFULLY COMPLETING THE ENTIRE UNIT IN _____.

_____ 19__ _____

dateline reporter



You were the ★ of the class.

_____

YOU HAVE EARNED YOUR APPLAUSE FOR _____

_____

_____

SAMPLE

Congratulations! ☆

_____ date

_____ director

_____ spectator

*The preceeding samples can be purchased directly from Innovation Educational Support Systems, P.O. Box 593, Wayne, New Jersey, 07470: Awards, Contracts, and Activity Centers are a collection of positive reinforcement awards, free passes, contracts and suggestions for teachers of intermediate and secondary students. Phone: (201) 696-7009.

[illegible] INNOVATIVE EDUCATIONAL SUPPORT SYSTEMS

A STATEMENT OF PROCEDURES

I. PHILOSOPHY

A. SHOW ME: DON'T TELL ME

B. ACTION NOT CONVERSATION

C. PERFORMANCE OVER POTENTIAL

D. DESIRE IS TO ABILITY AS 3 IS TO 1

E. MAKE GOOD: NOT EXCUSES

F. "ROOM 520" IS NOT A DEMOCRATIC INSTITUTION

G. EVERY DAY IS A NEW DAY

H. SUCCESS IS A MATTER OF ATTITUDE

I. EVERYONE WANTS TO GO TO HEAVEN, BUT NOBODY WANTS TO DIE

II . SECRETS OF SUCCESS

A. BE PREPARED (MATERIALS) (LUCK IS WHEN OPPORTUNITY MEETS PREPARATION)

B. BE IN SCHOOL (YOU CAN'T SCORE IF YOU DON'T SWING)

C. BE IN TUNE (A POSITIVE ATTITUDE AND A SMILE CAN BE YOUR MOST IMPORTANT ASSETS)

III. GUIDING PRINCIPLES

A. NO ONE WILL INTERFERE WITH THE LEARNING PROCESS

B. NO ONE WILL CAUSE PHYSICAL OR MENTAL HARM TO ANYONE ELSE

C. EVERYONE WILL ABIDE BY THE ABOVE PRINCIPLES!!

IV. TECHNICALITIES

A. 5 TARDIES ******* BAD THINGS WILL HAPPEN

B. NEVER ASK TO BORROW PENCIL, PAPER, OR BOOKS (NO ONE DRESSES YOU ANYMORE)

C. TEST AND HOMEWORK MAKEUP IS YOUR RESPONSIBILITY
1. ONE DAY - NO DIFFERENCE
2. TWO DAYS - ONE DAY
3. IF PROLONGED ABSENCES, CHECK WITH ME
4. IF TEST MISSED, THE MAKEUP WILL EITHER BE HARDER IN CONTENT OR GRADED ON A TOUGHER SCALE.

V. HOMEWORK: I WILL ATTEMPT TO KEEP WEEKENDS AND HOLIDAYS FREE AS LONG AS I GET 100% IN CLASS.

HOMEWORK GRADING SCALE:

EXCELLENT
GOOD
SATISFACTORY
POOR
INFERIOR

VI. GET OFF TO A GOOD START, JOIN THE PROGRAM, BE PATIENT, AND ENJOY THE SEMESTER: I PROMISE, YOU WILL BE A BETTER PERSON!

EVALUATION OF PROGRAM - ASSESS AND ANALYZE DATA FROM COMPLETED FORMS

171

Current EVALUATIONS and research has shown attitude change, knowledge, and insight growth, and that use of alternative behavioral techniques and materials can be helpful to mildly and moderately handicapped children.

SAMPLE

EVALUATION REPORT FORM

Professional Growth Inservice

"Workshop in Behavior
Management for the
Special Student"

A.M.	Very Helpful	Helpful	Not Helpful
Presentation by Workshop Speaker	_____	_____	_____
P.M.			
Panel Presentation	_____	_____	_____
Group Discussion	_____	_____	_____
Appropriateness for your area of exceptionality	_____	_____	_____
Contribution to your professional growth in terms of new information, skills and techniques	_____	_____	_____
Appropriateness of consultation you received	_____	_____	_____
Total evalutation of the inservice program	_____	_____	_____

Additional Suggestions: _____

_____

173

SAMPLE

EVALUATION

Teachers Program

OBJECTIVES: Informal assessment of the mildly handicapped in our classrooms relating behavioral and educational assessments with educational intervention.

To provide educators with approaches to behavioral remediation and intervention as approaches for management of the mildly handicapped.

	Very Helpful	Helpful	Not Helpful
Behavioral Intervention: Management in the Classroom			
"Tips for Teachers"			
Pre-Primer Reading Activity			

	Please Check:		Please Check:
As a result of this Inservice: Are you acquainted with some informal assessments?	yes	Were some behavioral approaches presented which would be useful to you?	yes
	no		no

COMMENTS:

DOWNRIVER LEARNING DISABILITY CENTER

When a trout rising to a fly gets hooked on a line and finds himself unable to swim about freely, he begins wit a fight which results in struggles and splashes and som.times an escape. Often, of course, the situation is tc tough for him.

In the same way the human being struggles with his environment and with the hooks that catch him. Sometimes he masters his difficulties; sometimes they are too much for him. His struggles are all that the world sees and it naturally misunderstands them. It is hard for a free fish to understand what is happening to a hooked one.

Karl A. Menninger